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Introduction

Florence Crittenton Services of AZ, Inc., a non-profit social services agency, was granted a charter in 1997 to operate Crittenton Youth Academy, a school for 6th – 12th grade students. As a social services agency, Florence Crittenton's programs were driven primarily by the therapeutic needs of its residential population which did not always align with the educational responsibilities of a public charter school. To demonstrate the complexity of daily operations, residents are temporarily placed in treatment for as few as 30 days. The facility could house 40 residents at one time, thus over the course of a school year, about 200 girls would be able to transition through the facility. Initially, the school was attended only by girls who had been placed in the agency's Level 2 Treatment Facility. However, as a public charter school, it grew to enroll boys and girls from the community. When enrolled, students were identified as "residents" or "community students," which eventually led to the implementation of two distinctly different school schedules. Until the 2009-2010 academic year, the school offered morning, afternoon,

and evening sessions, and for very legitimate reasons, particularly within the area of student safety, "residents" did not have interaction with the "community" students.

Based on interviews and documentation on file, from its inception until the 2010-2011 academic year the charter school operated as an independent-study program, serving two populations within two separate programs. In the early days of the school's operation, all students were enrolled in an independent study credit recovery program which included A+ computer-based coursework. This ultimately contributed to the school's inability to progress academically. In spite of numerous recommendations to pursue "alternative" status, the LEA continued to offer an alternative academic program under the auspices of a "traditional" school. Reaccreditation by NCA in the 2008-2009 academic year may have misled stakeholders regarding the school's performance; however, the increased accountability of the No Child Left Behind Act (NCLB) exposed the school's academic reality. In the same year, only 14% of students met state standards in math as measured by the Arizona Instrument to Measure Standards (AIMS), and only 33% of students met in reading. Furthermore, in 2008-2009, the school's graduation rate was 30%. As a result of the A+ credit recovery program, the graduation rate increased enough for the school to meet AYP's requirement. However, in the 2009-2010 academic year, student achievement remained low with only 14% meeting standards in math and 43% in reading. Significant turnover in school administration, with six principals in as many years led to few clear and coherent systems within all aspects of the school. Failure to make Adequate Yearly Progress (AYP) for 5 consecutive years resulted in the school's designation as a "Persistently Lowest Achieving (PLA)" school in 2009. PLA schools represent the bottom 5% of all Title I schools in Arizona; therefore, making the school eligible to apply for a Federal School Improvement Grant (SIG). In Spring 2010, the LEA received SIG to implement the Turnaround Model in order to begin meaningful, sustainable improvement efforts at the school. Prior to the implementation of the SIG in August 2010, the school's improvement efforts had been fragmented. While the school had access to multiple data sources, none were used systematically for school improvement or to measure school effectiveness. It is important to note that although, the implementation of SIG forced enormous change for Florence Crittenton Services of Arizona, Inc. and its charter school, Crittenton Youth Academy, because there were no structural changes made to programming within the therapeutic treatment facility, the residents enrolled in the school, minimally benefited if at all. In practice, teachers assigned to residential classrooms worked 9-5 pm, unavailable to attend twice-weekly PLC from 8-10 am; therefore, they did not receive job-embedded professional development (PD). The research based PD was not aligned to the alternative the credit recovery/independent study program in which residents were still placed. Furthermore, residents

in this highly mobile population were placed in two multi-grade classrooms, high school and middle school respectively. This rendered the implementation of standards-based curriculum impossible. Also, because the residents received therapeutic services in the morning followed by four hours of credit recovery programming in the afternoon, there was little opportunity for observation of direct instruction and coaching. It became apparent following the opening of the 2010-2011 school year, that enrollment projections had been unrealistic for "the community school". The school opened with an enrollment of 125 students, 40 of whom were residents who continued to receive their education, as described above, via independent study in classrooms separate from non-residential students. The newly hired Head of school saw a need to right size the staffing and implemented a reduction in force. Additionally, to more effectively meet the therapeutic needs of residents, the agency's Board of Directors (the Charter Holder Governing Body) made a decision to explore ways to more effectively offer their educational services within the context of a holistic treatment program. Simultaneously, in order to address the school's serious corrective action, the school's Governing Body approved an amendment to the charter to serve 9th -12th grades only, effective FY2011. This action eliminated the self-contained middle school classroom which had been serving 6th-8th grade students. It should be noted that during this time, inspired by a vision that all young women will have the opportunity to develop as leaders shaping their lives for success, the charter holder also spearheaded the "Crittenton Bill" legislation enabling the charter's redesign as Girls Leadership Academy of Arizona (GLAA), the first single-gender public school in the state. A team of stakeholders collaboratively wrote a clear instructional vision and mission statement that would support the school's improvement and transition to a rigorous, college prep high school for girls. Accordingly, the charter's name, mission, and grade levels served were amended to support the school's redesign as the Girls Leadership Academy of Arizona (GLAA). The subsequent dramatic decrease in student in enrollment was attributed to the school's improvement status, the transition to a single-gender environment, the decrease in grade levels served, and a more personalized approach to more effectively meet the academic needs of girls placed in the Level 2 Treatment Facility. The SIG goal of implementation of the Turnaround Model and its related strategies within the Continuous Improvement Plan (CIP) include: replacing the principal, measuring staff effectiveness, recruiting and retaining effective staff, implementing job-embedded professional development, adopting a new governance structure, using data to drive instruction, increasing learning time, providing student support and implementing an RTI model. Comprehensive improvement efforts within each of these strategies are considered within the following larger contexts: curriculum

development, monitoring integration of standards into instruction, monitoring and documenting student proficiency, and professional development.

Curriculum Development

Because of the LEA's limited knowledge of curriculum development within an academic setting, efforts within this area prior to the 2010-2011 school year, were ineffective. Additionally, the school experienced 100% faculty turnover with the implementation of the Turnaround Model and its increased accountability and oversight systems. Faculty's prior efforts in curriculum development were not documented.

The development and alignment of curriculum began in earnest in the Fall semester of the 2010-2011 school year, with the newly established school leadership team, comprised of the Head of School/Superintendent, Data Coach, and Curriculum Coach. All stakeholders envisioned new curriculum as the collective product of a faculty guided by the belief that preparation for the demands of the 21st century is based on a strong academic foundation.

Following a comprehensive needs assessment conducted by WestEd in October 2010, the Data Coach began working with faculty to identify and unpack essential standards in reading, math, science, and social studies. The team created curriculum maps for the remainder of the 2010-2011 school year, including pacing guides as well as formative and summative assessments created using Galileo, to measure student learning. While the Data Coach had previously received training in curriculum development by WestEd, it had been within a traditional elementary district setting, so this was essentially a new learning process for everyone. This process required intensive and targeted job-embedded professional development for teachers who struggled with implementing rigorous curricula aligned to high school academic standards. Although leadership implemented a support system that included coaching, collaborative lesson planning and twice-weekly Professional Learning Community meetings (PLCs), by January 2011, all seven teachers and the Curriculum Coach had resigned. During winter break, this necessitated the development of more effective processes and protocols to screen and select the most highly qualified teachers and a new Curriculum Coach. The LEA successfully hired high caliber teachers and a National Board Certified Curriculum Coach. Curriculum documents that had been created in the Fall semester were reviewed and refined by this new faculty of content experts to increase the level of rigor and reflect academic standards not yet mastered by students as measured by

the most recent Galileo benchmark assessments. Each of the new teachers provided a syllabus for each course describing classroom expectations, assessment procedures, and standards-based product assignment schedules. For the remainder of the semester, school leadership provided ongoing support and technical assistance in curriculum development; however, it is important to note that at this juncture, student enrollment had dropped significantly, with class sizes of less than 4, in some cases. This required a highly individualized and flexible approach to curriculum as well as the implementation of a Response to Intervention (RTI) plan that would provide interventions to students identified as struggling in reading and math. Additionally, the school assessed all students in academic vocabulary and intervened with a 12 week research-based literacy curriculum, Word Generation, in order to support and improve student comprehension and use of academic vocabulary in all content areas.

During the summer prior to the 2011-2012 school year coaches and faculty participated in three weeks of PLC driven curriculum work, collaboratively developing English and math curricula aligned to the Common Core State Standards, and social studies and science curricula based solely on the Arizona State Standards. Additionally, the Curriculum Coach supported teachers in a cross-walk of the Arizona State and Common Core standards for English and math. During the first week, WestEd facilitated a PLC focusing on: identifying essential and supporting standards as well as developing enduring understandings, essential questions, learning targets, and success criteria to form instructional units. In Week Two, teachers learned how to create conceptual flow maps, another method of developing instructional units. Following an evaluation of their progress by school leadership, WestEd more effectively differentiated the curriculum support by providing content experts in English, social studies, math, and science to work individually with GLAA faculty. School leadership provided additional support for teachers, ensuring rigorous, relevant standards-based curriculum units to help prepare young women for lives rich in meaning and continual learning. To provide additional support for two teachers new to the profession via Teach for America, the Curriculum Coach co-planned English and science curriculum. By the end of the Summer curriculum work, teachers had created instructional units at minimum for the first quarter for every course at every grade level. It is important to note that this was time-intensive, given that each teacher on this small faculty must be highly qualified in more than one content area in order to prepare and teach several courses to all grade levels. For example, one teacher's course load in the Fall 2011 semester included one section each of Chemistry, Integrated Science, and Health, in addition to two sections of AVID.

SIG funding enabled the school to implement AVID program in the 2011-2012 school year, in order to promote student success in all courses. AVID is a research-based college readiness system designed to increase the number of students who enroll in and persist in four-year colleges. Designed to increase school-wide learning and performance, the AVID curriculum when implemented with fidelity, accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. In its first year of implementation, the school has offered an AVID class, the curriculum of which focuses on the Cornell note-taking system, critical reading strategies, organization, time management, and study skills. AVID's tutorial component was implemented in the 2012 Spring semester, which focuses on collaboration and critical thinking. All students are required to participate in a school-wide advisory program based on the "Girl Meets World" curriculum and must also enroll in AVID (Advancement via Individual Determination). To support the school's long-term improvement efforts in the area of curriculum, completion of the following coursework is required for graduation:

Subject	Credits	Courses
English	4 credits	English 9 – 12
Mathematics	4 credits	Algebra, Geometry, Algebra 2/Trig/Pre-Calculus/College Algebra, Calculus
Social Studies	3 credits	World Cultures & Geography, American History, American Government, Economics
Science	3 credits	Biology, Chemistry, Physics
Fine/Practical Arts	1 Credit	College Art class
Foreign Language	2 Credits	College Spanish
Electives	7 credits	*The following four courses are mandatory for graduation from GLAA and elective credit will be awarded:* Public Speaking, Personal Finance, Senior Graduation Project, Service Learning, Integrated Science (9th

		grade elective credit)

The GLAA instructional staff continues to refine curricula through job-embedded professional development including weekly PLCs, the implementation of a comprehensive coaching schedule, interdisciplinary planning, and in-service days devoted to curriculum development.

Beginning in the Spring 2012 semester, GLAA partnered with Phoenix College to offer a concurrent enrollment elective course. The curriculum for the course is developed and implemented by an instructor from Phoenix College, though the course was specifically selected by the GLAA leadership team to provide students with an exposure to content not currently offered by GLAA faculty.

Monitor Integration of Standards into Instruction

Because of the LEA's limited knowledge of curriculum and instruction within an academic setting, efforts within this area prior to the 2010-2011 school year, were ineffective. Additionally, the school experienced 100% faculty turnover with the implementation of the Turnaround Model and its increased accountability and oversight systems. Prior to the 2010-2011 school year, no systems were in place to monitor faculty's prior efforts in integration of standards into instruction.

The SIG's corrective action necessitated a total redesign of the instructional program at Crittenton Youth Academy, beginning in the 2010-2011 school year. Previously, appropriate grade level academic standards had not been used to inform instruction; therefore, standards-based curriculum had to be developed for all content areas. In order to monitor and evaluate the integration of the standards, the leadership team created new procedures and protocols including: walk-thru rubrics and formative and summative observations as part of a rigorous teacher evaluation framework aligned to professional teaching standards. Additionally, the leadership team implemented a new comprehensive coaching schedule, including in and out coaching, weekly classroom walk-thrus, and individual planning/coaching sessions in order to provide teachers the instructional strategies necessary to implement the new curriculum. A new master schedule allowed time for teachers to plan instructional strategies together using the PLC structure. Despite these efforts, observational data demonstrated that teachers were not using research-based strategies to improve student learning in their classrooms. Classroom observations also indicated low rigor instruction and standards being taught at a 4th or 5th grade level. WestEd's

Needs Assessment in November 2010 confirmed that teachers were not using effective instructional strategies. Student engagement remained low. In fact, by November 2010, student engagement as measured by the walk-thru instrument, did not exceed 50%. Teachers continued to struggle with implementing curricula aligned to high school state standards. This necessitated additional professional development in instructional strategies, rigor and relevance, and curriculum development.

Following the resignation of the entire faculty and Curriculum Coach by January 2011, the leadership team responded by revising the process for screening and selection of a highly qualified staff and Curriculum Coach, resulting in the full staffing replacement by February 2011. With an entirely new teaching staff on board and a clear understanding of instructional expectations, student engagement increased dramatically and walk-thru data provided evidence that the majority of the new faculty were integrating the standards-based curriculum with fidelity. By May 2011, observation data indicated student engagement exceeded 80% in all classrooms, and instruction was at an appropriate level of rigor in 60% of classrooms. This may be attributed due to the fact, revealed in coaching conversations and classroom observations, that some teachers were creating lessons based on activities with standards as an afterthought rather than beginning with the standard in mind. In response, the Curriculum Coach worked intensely with selected teachers to ensure the Arizona State Standards drove instructional planning.

The monitoring of integration of standards into instruction during the 2011-2012 school year was supported by SIG required professional development through the Arizona Department of Education and Margaret Heritage from the UCLA National Center for Research on Evaluation, Standards, and Student Testing. Historically, assessment is considered within the context of what happens after instruction. Heritage's model required the school to use assessment strategies within an instructional framework where they are integrated within daily instruction. Essentially, teachers must change their instruction based on ongoing assessment within a lesson. This work required a shift in the language used at the school to discuss student learning, with "learning goals and success criteria" in place of "performance objectives." The concept of learning goals and success criteria are more clearly defined and focused on deeper learning and higher order thinking. Learning goals connect to a larger goal such as the state standard, and success criteria indicate what students will say, write, do, or make to show understanding relative to the learning goal. Using this language, which educational research recognizes as the language of formative assessment, the leadership team revised observation rubrics to reflect the shift in instructional focus from teaching to learning. During the 2011 Fall semester, the leadership team

monitored instruction by observing how teachers assess student learning during, not just after, instruction and how they provide quality feedback in order to move each student's learning toward mastery of the learning goal or standard. The expectation was communicated to all faculty that learning goals and success criteria be communicated to students during each lesson and that progress towards meeting those success criteria would be monitored. To closely monitor the use of formative assessment strategies as integral to instruction, informal observation forms are used by the Head of School and support coaches to provide feedback to teachers during instructional observations, and also during peer observations among the faculty, increasing their confidence and competence in using formative assessment strategies within instruction.

Finally, a significant portion of the Teacher Evaluation Framework, created by the Head of School in 2011, includes an individualized Professional Growth Plan. In addition to the school's SMART goals in the Continuous Improvement Plan, teachers created goals at the beginning of the 2011-2012 school year focused on specific areas in which they felt they needed to improve, such as formative assessment strategies, engagement strategies, providing specific feedback to students etc. They were responsible for meeting these goals by the end of the school year and sought out support from administration and instructional support staff as needed. Students also complete end-of-course surveys which teachers reflect on in order to improve their craft.

The 2011-2012 school year is the first year of implementation of the AVID curriculum. Classroom observations conducted by school leadership monitor the use of Cornell note-taking across the curriculum, critical reading strategies, and use of the Socratic seminar. Coaches support teachers in monitoring the implementation of the AVID curriculum in all coursework. The Word Generation academic vocabulary curriculum is integrated into AVID, ensuring that students have multiple exposures to the new vocabulary each week.

Monitor and Document Student Proficiency

Prior to the 2010-2011 school year little is known regarding how effectively student proficiency was monitored and documented, because data that had previously been collected was focused less on academic proficiency and more on behavioral and attendance issues. Any documentation of academic achievement maintained by prior administration shows only analyses of Full Academic Year (FAY) student scores on AIMS and random blueprint benchmark assessments. Further, data did not accurately

portray student achievement as the school as only some students participated in testing. The new leadership team in the 2010-2011 school year quickly realized the importance of developing and implementing a comprehensive assessment and RTI system for *all* students and ensuring adequate time for teachers to re-teach content when students failed to master standards. In October 2010, teachers administered a Galileo benchmark assessment aligned to the AIMS blueprint to all students to determine progress towards mastering Arizona State Standards. When scores showed only one student passing in reading and none in math or science, staff identified students in need of Tier 2 and 3 interventions and implemented an intervention model that included re-teaching of standards not mastered during regular class time.

Additionally, during the 2010-2011 school year, following WestEd's recommendation, school staff purchased STEEP (System to Enhance Educational Performance) as a diagnostic assessment to universally screen all students in basic reading and math skills. The STEEP assessments were administered to all students in November 2010 and May 2011. After the initial screening in November 2010, students were placed into RTI tiers to receive intervention in reading and/or math. Because math scores were low across the student population, a core Tier 3 intervention was implemented for all students through their math course (daily math minute focused on multiplication/division facts). Furthermore, when a math paraprofessional was hired in January 2011, students who had been identified in need of Tier 3 intervention were provided small group instruction in basic math skills. Unfortunately, it was not always possible to intervene appropriately with residents who had been administered the STEEP due to their length of stay in the program which could last as few as 30 calendar days.

In the first semester of the 2010-2011 school year, the Data coach led teachers in developing weekly multiple-choice formative assessments in English, math, science, and social studies to measure student progress and also established a schedule for summative assessments. Weekly data dialogue meetings were also held with teachers to review formative assessment data and to develop re-teach plans to ensure student mastery. This process was repeated in February 2011 after the entire faculty resigned and a new teaching staff was hired. Additionally, the school schedule was completely revised allowing regular faculty (but excluding teachers in the independent study classrooms) to modify the RTI plan to occur within the school day. This regular "re-teach" period occurred four days a week during which Tier 2 and Tier 3 students received academic interventions. Low AIMS and benchmark scores in reading indicated the need for vocabulary intervention; therefore, the school assessed all students in the specific

area of academic vocabulary and implemented a 12 week research-based intervention curriculum, Word Generation, to support and improve student comprehension and use of academic vocabulary across the curriculum.

During planning for the 2011-2012 school year, the school realized the need for an assessment system more aligned to the Common Core standards and the new college-prep curriculum, and consequently switched from ATI Galileo to CTB/McGraw Hill Acuity to develop benchmark assessments. The entire assessment system and schedule was revised to better support the redesigned school and ensure a variety of assessments (diagnostic, formative, benchmark, summative). In selecting a universal screener test for the 2011-2012 school year, the leadership team recognized that the new college-prep mission of the school would require a test that would measure a wider range of knowledge beyond the basic math and reading skills measured by STEEP. For this reason, the leadership team selected DORA (Diagnostic Online Reading Assessment) and DOMA (Diagnostic Online Math Assessment) to measure students' Math and Reading skills at the Girls Leadership Academy of Arizona. Prior to the start of the 2011-2012 school year in August 2011, the Data Coach administered diagnostic screening tests in reading (DORA), math (DOMA), and writing (sample AIMS prompt) to all incoming students. Combined with prior AIMS scores, this data provided the faculty and leadership team a comprehensive picture of each student's academic performance. Students with academic deficiencies were identified immediately and teachers prepared to implement appropriate interventions. In order to ensure that all students would receive necessary intervention when not meeting the standard in any content area, a more structured system was put in place and the weekly re-teach period was designated as "Academic Support."

In order to determine which students need intervention and to support student accountability for learning, formative assessment data is also tracked by students and analyzed by teachers on a weekly basis. AVID teachers facilitate a process through which students self-assess their progress to determine their greatest areas of academic need. Within the new grading system, students pass a course only after demonstrating mastery of every standard taught, as opposed to receiving a grade based on homework completion and classroom participation. The 4-point Marzano mastery based grading system eliminates the typical practice of averaging grades and giving students a percentage score in favor of passing a student to the next level after she has mastered each of the major learning goals for that course, shifting the focus to *if* a student learns rather than *when* she learns. This also supports the school's implementation of RTI as students receive weekly intervention based on whether they have

demonstrated mastery of state standards. Students are also provided before and after-school tutoring and Supplemental Educational Services based on academic need.

In addition to these changes related to monitoring of student proficiency, during the 2011-2012 school new Acuity software was used to design benchmark assessments aligned to common core reading standards, and for science, teacher-generated benchmark assessments were administered to all 10th grade students to predict levels of proficiency on the Spring 2012 AIMS. Because the math resources in Acuity had not been fully aligned to Common Core standards during the 2011-2012 school year, the Data Coach supported the National Board Certified math teacher in using her content expertise and experience to create benchmark assessments. After analyzing students' scores, the Data Coach facilitated data dialogue meetings with teachers to create action plans focused on students' individual areas of weakness in certain standards. Teachers then implemented appropriate interventions to increase student learning and the percentage of students likely to meet standards as measured by AIMS.

In order to monitor student proficiency in the AVID curriculum, the AVID teachers worked with Curriculum and Data Coaches to develop rubrics to assess student proficiency in Cornell notes, critical reading, tutorial preparation and participation, and binder organization. This data informs instruction within the AVID classes, with teachers providing additional lessons as needed to ensure students are able to utilize these strategies to increase their achievement in content classes. Student proficiency in academic vocabulary and written expression is monitored weekly through Word Generation essays. The English teacher uses these essays to analyze student progress on academic vocabulary throughout the year. Additionally, a mid-year -test was administered to students after 12 weeks of participation in the program to measure progress towards mastering all vocabulary words.

Although assessments for the concurrent enrollment 100 level college course are designed by a Phoenix College instructor and aligned to Maricopa Community College Course Competencies, the GLAA Curriculum Coach closely monitors student proficiency and academic progress in the course, also ensuring alignment with the Technology Standard. The Curriculum Coach completes bi-weekly progress reports for students, noting any missing assignments or low test scores. Students also complete a self assessment to gauge their own progress in the course and describe any specific support they need. The Curriculum Coach follows up with students and regularly communicates with parents to ensure students are provided every opportunity to be successful in the course.

Professional Development

With the exception of data analysis trainings facilitated by the Arizona Charter School Association in the 2009-2010 school year, little is known regarding the frequency, quality, or effectiveness of professional development prior to that time.

At the start of the 2010-2011 school year, the Head of School completed an informal needs analysis, validated in November 2011, by WestEd's comprehensive needs assessment to determine greatest areas of need for professional development. Classroom observations revealed an urgent need for support in two major areas: engagement strategies and rigor. Previously teachers had responded to low student achievement by lowering their expectations rather than increasing the use of engagement strategies and differentiated instruction. In response, school leadership provided professional development on Kagan's research-based engagement strategies and elements of the rigor/relevance framework. In the spring 2011 semester the master schedule was revised to allow for more structured PLC meetings twice weekly. The PLC structure supported student-achievement driven conversations and recommendations for interventions via the re-teach plan, as well as regular opportunities to learn how to ensure rigor and engagement in the classroom. Professional Development off site focused on these areas of weakness. In February 2011, with the addition of the newly hired teachers and Curriculum Coach, the faculty and instructional support staff attended the Solution Tree Professional Learning Community conference led by the DuFours and Robert Marzano, to better understand the process of becoming an effective PLC. Site-based professional development in the spring 2011 semester continued to focus on engagement strategies, curriculum development, and effective analysis of formative assessment data. In addition to continued site-based professional development, in March 2011 the school staff attended a two-day Kagan conference to gain knowledge on using engagement strategies to increase student achievement.

In April 2011, the leadership team attended a Solution Tree conference on Standards and Assessment which provided an opportunity to discuss mastery-based grading with some of the nation's premier leaders in assessment and grading systems, including Robert Marzano, Dylan William, and Richard DeLorenzo. This conference supported the school to begin implementation of a school-wide mastery based grading system.

During the Summer 2011, school staff completed three weeks of intense training with WestEd on curriculum development and creating standards-aligned formative assessments. Additionally, in order to

implement the AVID curriculum effectively, school staff attended a three-day training in August 2011, facilitated by the AVID organization. Faculty learned specific instructional strategies for their content areas which align to the AVID curriculum, while the AVID elective teacher received training on implementing the AVID program. This allowed for school-wide collaboration and consistency in Cornell note-taking, interactive notebooks, critical reading strategies, and integration of reading and writing across content areas. The Curriculum Coach serves at the AVID District Director and coordinates implementation of the program. Lesson plans and pacing guides are provided by AVID, and the Curriculum Coach assists teachers in utilizing resources appropriately and effectively through job-embedded coaching meetings.

As part of the School Improvement Grant awarded to the school, the Arizona Department of Education required monthly professional development for the school leadership team with ADE's Turnaround Leadership Institute. In the 2010-2011 school year, this professional development focused on instructional practices, response to intervention, and data analysis. During the 2011-2012 school year, the focus of ADE's professional development has shifted to the critically important concept of integrating formative assessment into instruction. These trainings were facilitated in August, October, and February by Margaret Heritage from the UCLA National Center for Research on Evaluation, Standards, and Student Testing, at which the leadership team and math teacher were able to participate. The trainings focused on using formative assessment strategies during instruction to monitor student learning and providing quality feedback to students during and after instruction in order to move their learning forward. Using a train-the-trainer model, the math teacher facilitated the professional development for the rest of the faculty.

When the school purchased Acuity for the 2011-2012 school year, the English teacher received individualized professional development from the AZ Charter School Association throughout the year on creating custom tests using the Acuity software. This differentiated approach to professional development ensures teachers are competent in using the new software to create quality benchmark and formative assessments in all English courses.

Data Collection and Analysis

Prior to the 2010-2011 school year little is known regarding how effectively student proficiency was monitored and documented, because data that had previously been collected was focused less on

academic proficiency and more on behavioral and attendance issues. Any documentation of academic achievement maintained by prior administration shows only analyses of Full Academic Year (FAY) student scores on AIMS and random blueprint benchmark assessments. Historically, the school had not documented any actions or interventions that might have been implemented after analyzing that data.

In October of the 2010-2011 school year, the new Head of School hired a Data Coach to create an assessment system for the collection, monitoring, and analysis of student achievement data. The new Data Coach created a comprehensive system, including universal screeners, formative, and benchmark assessments to monitor student achievement at the school and to guide instructional decisions.

Universal Screeners: In the 2010-2011 school year after the initial STEEP tests were administered in November 2011, student achievement data was analyzed by the Data Coach and teachers to determine which students required intervention in basic math and reading skills. Students then received intervention within their regular courses as opposed to being pulled out of class. When the post-test was administered in May 2011 the Data Coach analyzed the improvement in student achievement and reported to the teachers and school board. In the 2011-2012 school year students participated in DORA and DOMA universal screening tests three times throughout the year (August 2011, January 2012, and expected May 2012) and the Data Coach facilitated data dialogue meetings with teachers after each administration of the tests to determine appropriate interventions. Teachers analyzed students' initial scores on DOMA in order to place students in appropriate math courses and intervention tiers at the start of the 2011 school year. Mid-year scores were analyzed in order to modify curriculum and increase interventions provided to students still struggling with specific constructs. End-of-year scores will be used to measure student growth in math skills. Similarly, DORA data was used to place students in intervention tiers to receive assistance in specific reading skills. Mid-year scores were analyzed in order to modify curriculum and increase interventions provided to students still struggling with specific reading skills. End-of-year scores will be used to measure student growth in reading skills.

When initial DORA assessment data indicated low achievement in vocabulary in August 2011, an academic vocabulary intervention was implemented and students participated in an additional screening test focused specifically on vocabulary knowledge. This screening assessment was administered to all students in August 2011, January 2012, and expected May 2012 to measure student progress during and after the intervention. Vocabulary intervention was then administered to students in all content areas. This integrated approach ensures vocabulary instruction is a valued and shared responsibility of all teachers on campus, and the mid-year assessment provides teachers with a

checkpoint at which to evaluate their effectiveness at teaching the vocabulary and students' progress towards the end of year goals, making adjustments as necessary.

Formative Assessments: After developing new curriculum units with teachers in the fall 2010 semester, the Data Coach helped teachers create formative assessments based on the AZ state standards in Reading, Math, Science, and Social Studies. Data from these formative assessments were analyzed weekly with teachers to help them monitor student progress and make instructional changes to improve student learning. In the 2011-2012 school year this process was revised to reflect the training from Margaret Heritage and formative assessments became much more informal and integrated within daily instruction. The Data Coach continued to meet with teachers in the 2011-2012 school year, but the data dialogues progressed to a more comprehensive picture of student achievement data (exit tickets, teacher observations, etc.) During these conversations, students are identified to receive intervention during the Academic Support period of the week and participate in reviewing their own data to identify areas in which they need re-teach instruction each week.

Benchmark Assessments: The Data Coach facilitated data dialogue meetings with teachers to determine students' strengths and weaknesses in Reading, Math, and Science based on the benchmark assessments administered in the 2010-2011 school year. Teachers modified their curriculum plans to address areas of weakness on the benchmark assessments. In January 2011 curriculum-based benchmark assessments were administered to determine student mastery of the newly-created curriculum and again in March 2011 with the new teaching staff to measure student mastery of the implemented curriculum. Teachers analyzed the data to determine standards not yet mastered and implemented appropriate interventions to students during the re-teach period of the day to ensure students were mastering state standards in core subject areas. The math benchmark assessments were used in the same manner as the reading assessments; to determine students' mastery of Common Core standards, predict their passing rate on AIMS, and identify specific standards to re-teach that students had not yet mastered

Summative Assessments: Much of the documentation on file from 2008 - 2010 analyzes only those FAY student scores, even though many more students had participated in statewide AIMS testing. When the new administration arrived in the fall 2010 semester, AIMS scores of all enrolled students were analyzed, regardless of FAY status, to ensure all students would be provided appropriate intervention if necessary. The administration created AIMS Prep classes in Reading and Math within the master schedule for students at-risk of not passing the 2011 AIMS test. In the 2011-2012 school year only two

students from Crittenton Youth Academy remained enrolled in the Girls Leadership Academy by Spring 2012, one of whom had already passed all sections of the AIMS. Upon receipt of the Fall 2011 AIMS scores, the Data Coach facilitated meetings with Reading and Math teachers to discuss students' areas of strength and weakness and to identify ways in which teachers could intervene appropriately within Reading and Math courses to ensure students' scores would increase in the Spring 2012 testing sessions. Teachers identified specific strands and concepts of weakness and ways in which those standards could be emphasized within the regular curriculum to ensure student growth. The four juniors who have not yet passed one or more AIMS tests are closely monitored on formative and benchmark assessments.

Justification for Data and Analysis

Prior to the 2010-2011 school year, there is no documented rationale behind the selection of specific assessments and no explanation why only certain sets of data were analyzed. When the new leadership team arrived, several new assessment systems were purchased or developed in order to comprehensively monitor and student achievement in AZ and Common Core standards and guide the revision of curriculum and instruction. As explained below, the following were selected to ensure an assessment system that included: universal screener/diagnostic, benchmark, and summative assessment.

The rationale for selecting STEEP was to use it as a universal screening tool to assess all students' basic math and reading skills. This program was chosen due to the historically low achievement at the school and because classroom observations showed that students struggled significantly with basic math and reading skills. STEEP provided a method to measure both basic Math skills (computation fluency and concepts and applications) and Reading skills (Oral Reading Fluency). The STEEP test was also recommended by WestEd, the school's SIG consultant, as a screening tool that would provide basic information on students' abilities. These scores were then sorted into three tiers for RTI instruction to ensure students received appropriate intervention in Reading and Math skills.

The rationale for selecting DORA is to collect data on a wider variety of Reading skills. While planning for the 2011-2012 school year the school recognized the need for a more rigorous screening tool that would assess students' Reading skills across a wider range of skills. After researching reading assessment systems, the leadership team selected DORA (Diagnostic Online Reading Assessment) to assess a wide range of students' reading skills, including high frequency words, word recognition, phonics, spelling,

vocabulary, and comprehension skills. DORA's ability to assess students across a wide range of reading skills provided teachers with a comprehensive view of students' strengths and weaknesses. Furthermore, the computer-based system is easy for students and teachers to use and provided teachers with a variety of reports on students' growth in each skill throughout the year.

The rationale for selecting Word Generation is to collect data on students' vocabulary knowledge. When the initial DORA results indicated low vocabulary knowledge across all grade levels, Word Generation was selected as a research-based vocabulary assessment and intervention proven to increase students' academic vocabulary. This assessment and curriculum was developed at Harvard University by the Strategic Education Research Partnership (SERP) and is unique in that it is a cross-curricular approach to teaching academic vocabulary and integrates vocabulary instruction into all core subject areas (Reading, Writing, Math, Science, and Social Studies).

The rationale for selecting Diagnostic Online Math Assessment (DOMA) is to collect data on students' math skills. The leadership team selected DOMA because it offered an assessment in Pre-Algebra and an assessment in Algebra, which the leadership team believed would offer a wider array of information on students' skills than the previously used STEEP test, which only tested basic math computation and concepts. Each DOMA test assessed 14 mathematical constructs that students should have mastered in a Pre-Algebra or Algebra course, which would help teachers determine intervention needs at the start of a course. A wide array of reports could be generated to analyze the results and make instructional decisions based on students' performance.

The rationale for selecting ATI Galileo during the 2010-2011 school year was to collect benchmark data on students' progress towards passing AIMS by measuring their achievement of AZ state standards in Reading, Math, and Science. Although this assessment system had been purchased by the previous staff at Crittenton Youth Academy, the new leadership team was familiar with the system and the assessments it provided teachers, staff, and students with an adequate measure of students' progress towards AIMS at each quarter of instruction.

The rationale for selecting Acuity for use during the 2011-2012 school year was to collect benchmark data on students' progress towards passing AIMS by measuring their achievement of Reading and Math Common Core standards. As the school implemented Acuity to create benchmark Reading assessments, the English teacher was able to create curriculum-based and blueprint-based assessments to determine

students' mastery of Common Core standards, predict their passing rate on AIMS, and identify specific standards to re-teach that students had not yet mastered.

AIMS Math, Reading, and Writing scores were selected for analysis to identify students' strengths and weaknesses in each area. Prior to the 2010-2011 school year documents found indicate that only AIMS scores of FAY students were analyzed. The new leadership team recognized the importance of analyzing and measuring growth of all students enrolled upon receipt of AIMS scores.

Findings from Data Analysis

Prior to the 2010-2011 school year little is known regarding how effectively student data was monitored documented, analyzed, and evaluated. To reiterate, data previously collected had focused less on academic proficiency and more on behavioral and attendance issues. Any documentation of academic achievement maintained by prior administration shows only analyses of Full Academic Year (FAY) student scores on AIMS and random blueprint benchmark assessments. Historically, the school had not documented any findings or actions that might have been subsequently implemented. Historical AIMS scores show significant areas of weakness for the past five years. Due to the new mission and vision of the school, change in grade-levels served, and almost 100% staff and student turnover, the analysis of student data from 6-8th grade levels no longer enrolled at the school, was not helpful in improving student achievement. However, a comparison of AIMS data from prior years to that of 2011-2012 school year demonstrates incredible change that occurred in the turnaround process and the significant effects it had on student achievement.

The only significant findings, prior to the 2010-2011, school year are AIMS scores in Reading and Math. There is no evidence of additional data collected in prior years. Data from the 2010-2011 school year however provides valuable insight on "community" student achievement including STEEP screening diagnostic scores, quarterly benchmark assessment scores, and AIMS achievement data. Due to the unique circumstances of "residential" students described in the introduction, the collection and analysis of their achievement data, other than AIMS scores, is irrelevant. Data from the 2011-2012 school year provides a more comprehensive and realistic picture of student achievement than ever before, and significant data includes student achievement on DORA, DOMA and Word Generation screenings, quarterly benchmark assessment scores, and Fall 2011 AIMS scores. Due to the extremely small size of GLAA (ADM 81), disaggregating achievement data by cohort or subgroup is not helpful in determining

either areas of strength and weakness or trends and patterns. Disparities between subgroups were not significant.

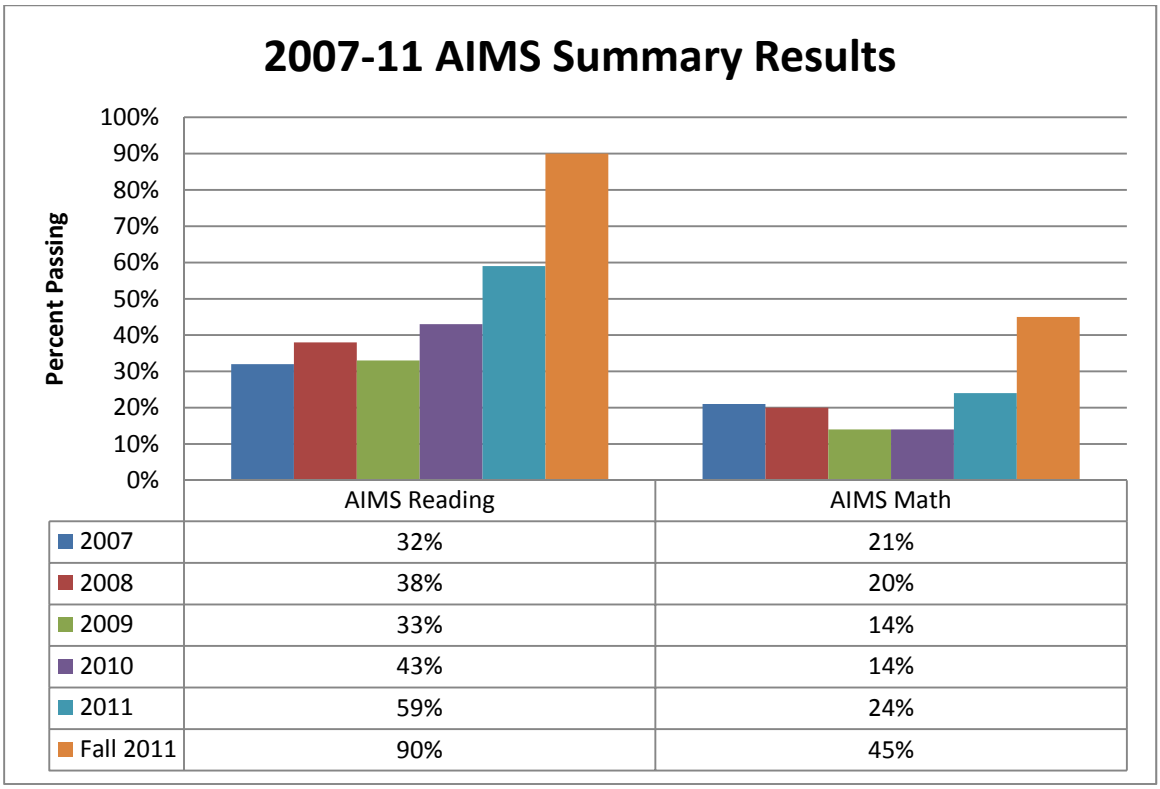
Formative assessment data is not used in this analysis because, the school's approach to formative assessment is essentially "minute by minute," with teachers constantly adjusting instruction and providing immediate intervention to students struggling on specific concepts. Although the data provide teachers with regular feedback on student achievement, they are not significant for measuring growth throughout the year or including in our analysis of patterns and trends.

2007-2011 AIMS

Reading	# Tested	Total # Passing	Total % Passing
2011 Reading (Fall)	10	9	90%
2011 Reading	27	16	59%
2010 Reading	68	29	43%
2009 Reading	69	23	33%
2008 Reading	112	43	38%
2007 Reading	87	28	32%

Math	# Tested	Total # Passing	Total % Passing
2011 Math (Fall)	11	5	45%
2011 Math	25	6	24%
2010 Math	66	9	14%
2009 Math	95	13	14%

2008 Math	120	24	20%
2007 Math	86	18	21%



	AIMS Reading	AIMS Math
2007	32%	21%
2008	38%	20%
2009	33%	14%
2010	43%	14%
2011	59%	24%
Fall 2011	90%	45%

Historical AIMS data show low achievement in both Reading and Math from 2007-2011. The data in this analysis includes *all* students, regardless of FAY status. Because of the extremely small size of the school, an analysis of only FAY students or AYP data would not provide a clear picture of student achievement at the school. The AIMS data included in this narrative provides a comprehensive representation of ALL students, including residential and community students in the years 2007-Spring 2011. AIMS Reading scores stayed consistently below 50% from 2007-2010 (far below the state average). Previous files show goals to increase the scores but no action steps to support the goals. AIMS Math scores have stayed below 25% since 2007 (far below the state average) but increased dramatically in Fall 2011, as a result of increased rigor and higher quality instruction. In fact, the Fall 2011 AIMS scores were significantly higher than any prior year in both Reading and Math. Although these scores represent juniors who re-tested on AIMS, they are evidence of the increase in rigor of the curriculum as the school transitioned from Crittenton Youth Academy to Girls Leadership Academy. In 2011 the newly hired teaching faculty

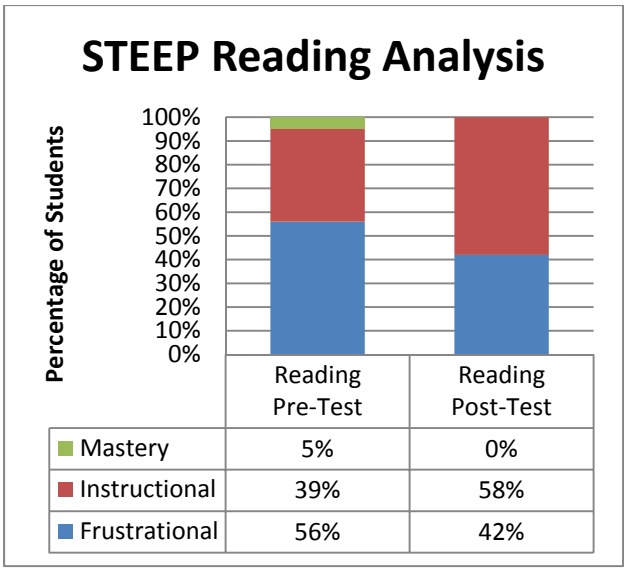
implemented high school standards with rigor, relevance, and research-based instructional strategies that had previously been absent from daily instruction, resulting in the significantly higher Fall 2011 AIMS scores.

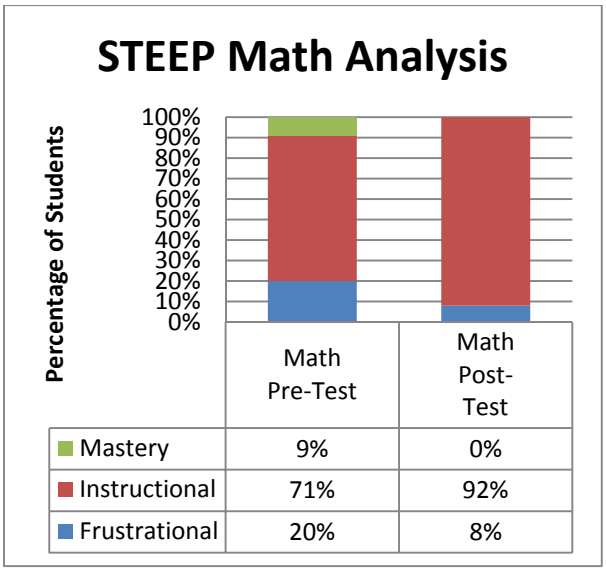
In the 2010-2011 school year additional Reading and Math data were collected through diagnostic screeners and benchmark assessments to measure and monitor basic Reading and Math skills and mastery towards state standards. In the STEEP data collection process, students were placed into three tiers: Mastery, Instructional, and Frustrational. The charts below represent the percentage of students that scored in each category.

2010-2011 Universal Screeners (STEEP)

STEEP READING	# Tested	Mastery	Instructional	Frustrational
Pre-Test (November 2010)	43	5%	39%	56%
Post-Test (May 2011)	26	0%	58%	42%

STEEP Math	# Tested	Mastery	Instructional	Frustrational
Pre-Test (November 2010)	35	9%	71%	20%
Post-Test (May 2011)	26	0%	92%	8%





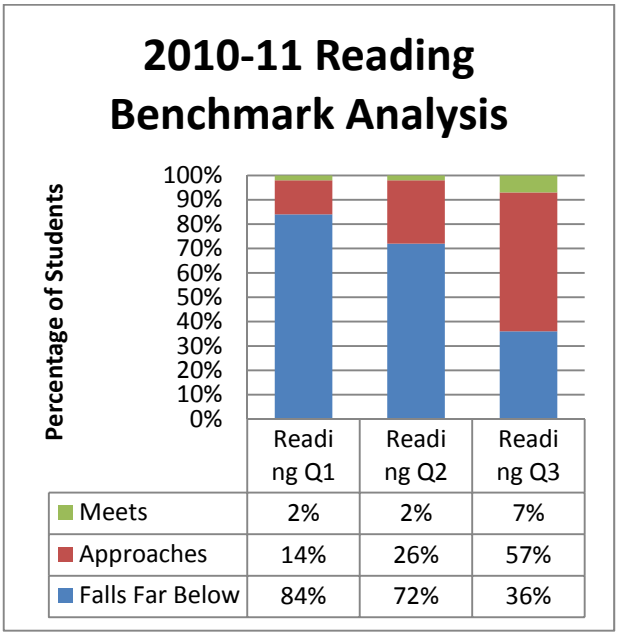
The STEEP Reading and Math data clearly shows a decrease in the number of students scoring in the lowest level, “Frustrational” and their move up to the “Instructional” level. Although the increase is not extremely high in both subjects, students did advance in their understanding of basic Reading and Math skills throughout the year as a result of increased quality of instruction with the new teaching staff in January 2011. Teachers implemented interventions to students throughout the year who scored in the Frustrational and Instructional levels, resulting in the decrease in students scoring Frustrational. It is also important to note that the students who scored in the “Mastery” category on the pre-tests in both Reading and Math had withdrawn from the school prior to administration of the post-tests and did not in fact decrease in their abilities as the graph appears to suggest. Although the data shows improvement, it is minimal, and suggests that increasing basic Math and Reading skills in a few short months (December-May) was extremely difficult given the enormous changes in staffing, curriculum, professional development, and mission and vision of the school.

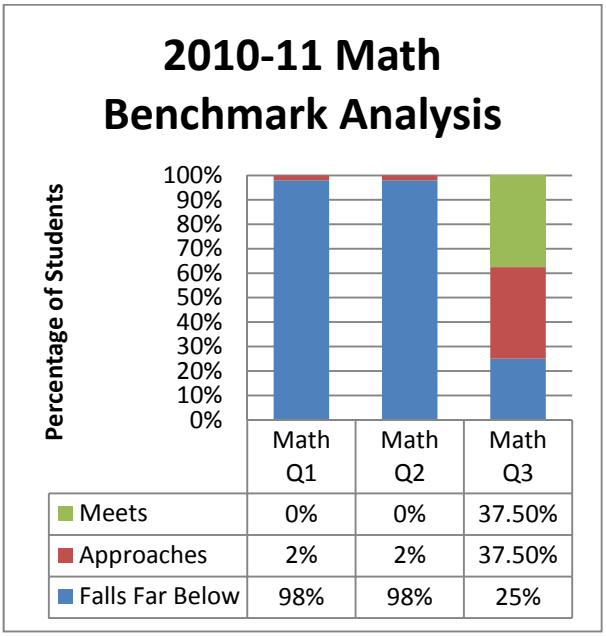
Benchmark assessments were administered and results were analyzed quarterly in the 2010-2011 and 2011-2012 school year in Reading and Math to measure and monitor student progress towards mastering state standards. The percentage of students passing each quarterly benchmark assessment is represented in the table and graph below.

2010-2011 Benchmark Data

Reading Benchmark	# Tested	Meets (80%+)	Approaches (60-79%)	Falls Far Below (0-59%)
Quarter 1	44	2% (N=1)	14% (N=6)	84% (N=37)
Quarter 2	43	2% (N=1)	26% (N=11)	72% (N=31)
Quarter 3 (Only 10th graders)	14	7% (N=1)	57% (N=8)	36% (N=5)

Math Benchmark	# Tested	Meets (80%+)	Approaches (60-79%)	Falls Far Below (0-59%)
Quarter 1	45	0% (N=0)	2% (N=1)	98% (N=44)
Quarter 2	42	0% (N=0)	2% (N=1)	98% (N=41)
Quarter 3 (Only 10th graders)	8	37.5% (N=3)	37.5% (N=3)	25% (N=2)





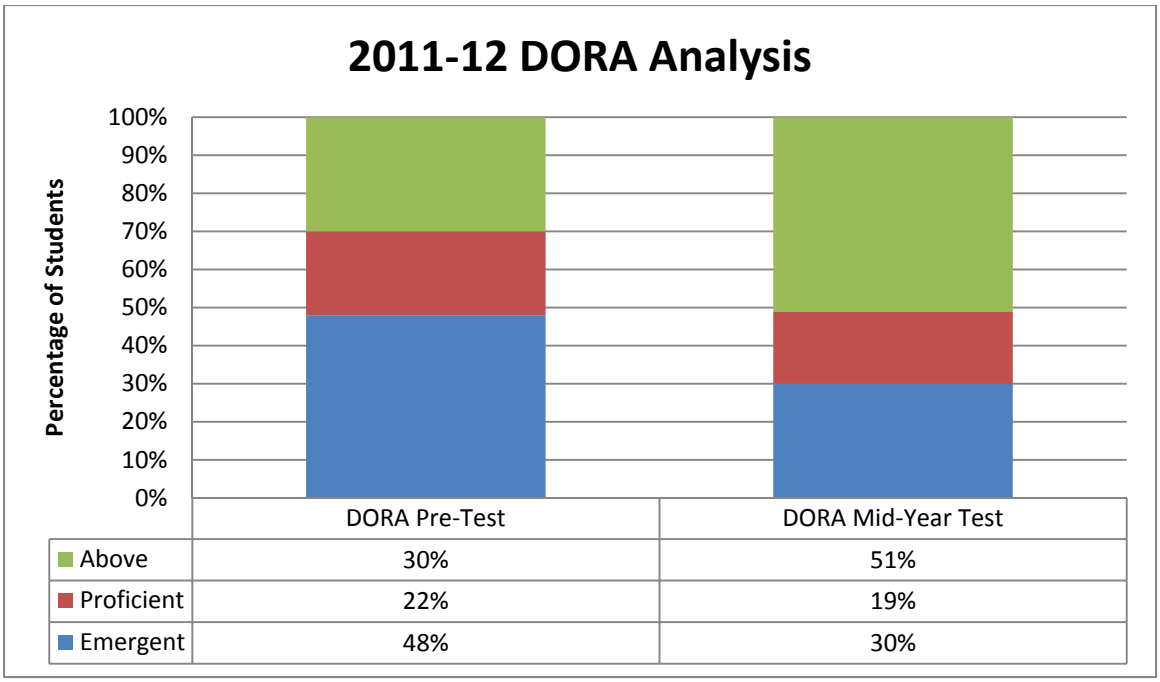
The 2010-2011 Benchmark data initially showed very low student mastery of state standards and progress towards passing AIMS. However, in Quarter 3 student achievement significantly increased,

which we believe was a direct result of the instructional changes initiated by the new leadership team. The new teacher-developed curriculum, professional development on student engagement, instructional strategies and data analysis, and systems for monitoring instruction and student achievement were all implemented between Quarter 2 and Quarter 3, precisely when the benchmark student achievement increased. However, it is also important to note the drastic decrease in the number of students enrolled by the end of Quarter 3. As the school announced the new mission and vision to serve only female students, almost all of the male students began to withdraw from the school. Additional students began to withdraw from the school as expectations within the classroom were dramatically raised. In Quarter 3 only 10th grade students completed benchmark assessments in order to give teachers a clear view of areas of weakness in order to implement interventions prior to AIMS testing, which also accounts for the low number of students tested in Quarter 3.

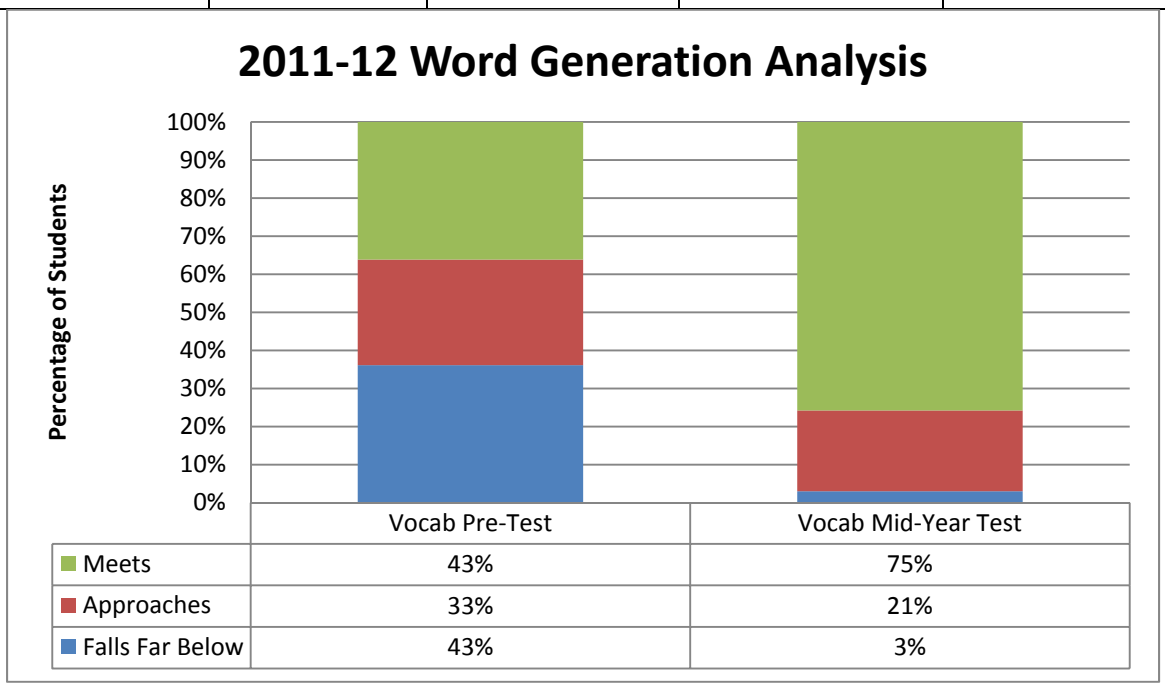
In the 2011-2012 school year an assessment system more comprehensive than ever before was implemented to ensure student achievement increased throughout the year. Universal screeners, benchmark assessments, and systems were created to regularly formatively assess students in order to have a thorough understanding of student achievement through a variety of data sources. Universal screeners were administered to all students prior to the start of the school year to determine areas of strength and weakness in Reading and Math skills. Below are tables and graphs summarizing the data at the start of the school year and halfway through the year.

2011-2012 Reading Universal Screeners

DORA: Comprehension	# Tested	Above	Proficient	Emergent
Pre-Test	63	30%	22%	48%
Mid-Year Test	75	51%	19%	30%



Word Generation: Vocabulary	# Tested	Meets	Approaches	Falls Far Below
Pre-Test	81	23%	33%	43%
Mid-Year Test	73	75%	21%	3%

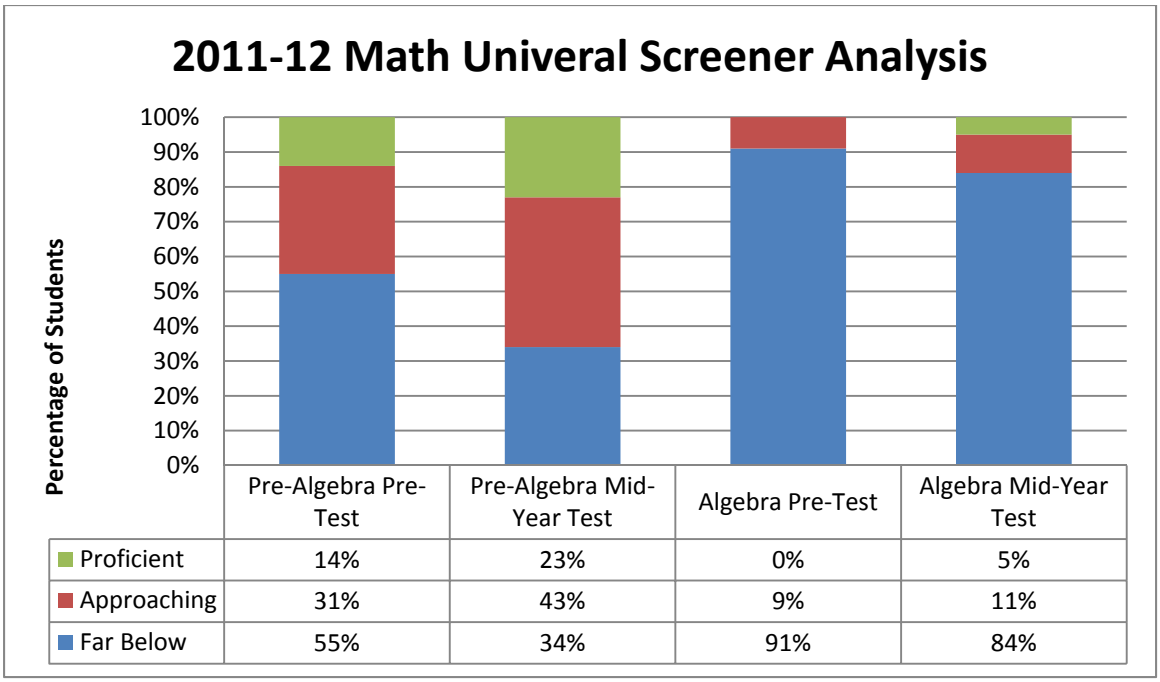


The 2011-2012 universal screener data in Reading shows a significant increase in reading comprehension and vocabulary, two areas of weakness in the beginning of the school year. The initial screening data indicates almost 50% students were not proficient in reading comprehension at the beginning of the year. By January 2012 this number had decreased to only 30%. This was most likely a direct result of the rigorous college-prep Reading curriculum developed and implemented in the 2011-2012 school year. Initial vocabulary proficiency was low (only 23% of students meeting the standard), but had increased to 75% by January 2012 as a result of the daily Word Generation vocabulary intervention program implemented with all students in every subject area.

2011-2012 Math Universal Screeners

Pre Algebra	# Tested	Proficient	Approaching	Far Below
Pre-Test	42	14%	31%	55%
Mid-Year Test	56	23%	43%	34%

Algebra	# Tested	Proficient	Approaching	Far Below
Pre-Test	23	0%	9%	91%
Mid-Year Test	19	5%	11%	84%



	Pre-Algebra Pre-Test	Pre-Algebra Mid-Year Test	Algebra Pre-Test	Algebra Mid-Year Test
Proficient	14%	23%	0%	5%
Approaching	31%	43%	9%	11%
Far Below	55%	34%	91%	84%

Universal screening data in Math indicated significant student needs for math intervention in the 2011-2012 school year. Initial data showed general weakness in basic math skills and advanced math constructs. As the school year progressed Pre-Algebra math data increased and proficiency increased from 14% to 23% by January 2012, most likely as a result of intensive intervention provided to students in math skills before and after school, independent intervention plans created for students using ALEKS software, and 21% of students participating in Supplemental Education Services math tutoring.

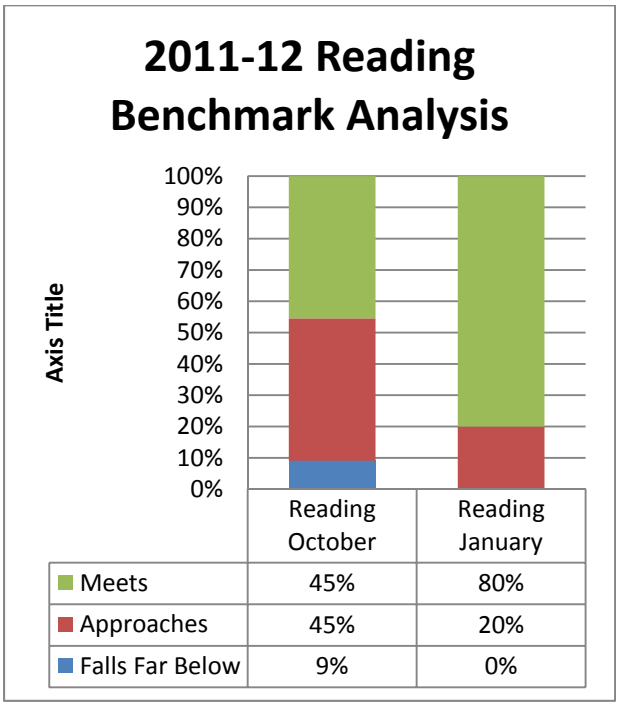
Benchmark assessments in the 2011-2012 school year were created in reading and math to measure student mastery of state standards and progress towards AIMS for all 10th grade students and any 11th or 12th grade students who had not yet passed AIMS. The AIMS blueprint benchmarks were scheduled at mid-points in a semester to supplement final exam grades as an additional source of data to analyze in order to make adjustments to curriculum and instruction. The data from these assessments is summarized in the table and graph below.

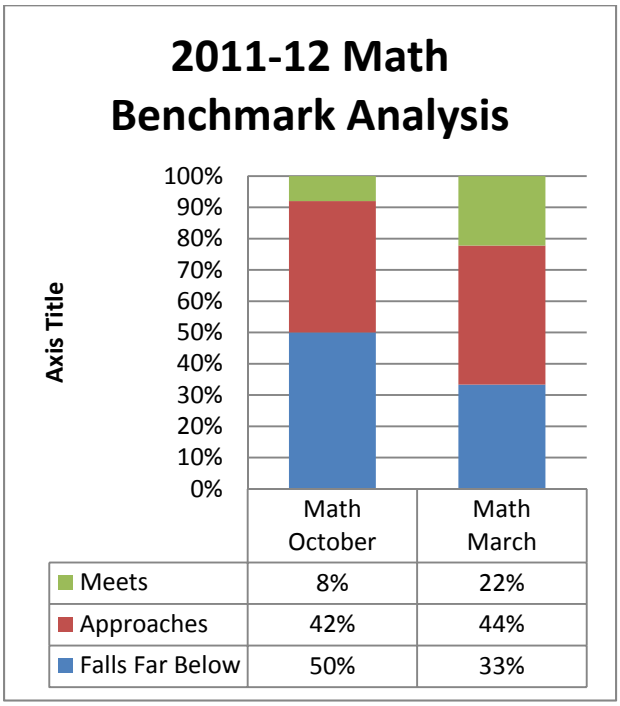
2011-2012 Benchmark Data

Reading Benchmark	# Tested	Meets (70%+)	Approaches (50-69%)	Falls Far Below (0-49%)
October	11	45% (N=5)	45% (N=5)	9% (N=1)

January	10	80% (N=8)	20% (N=2)	0% (N=0)

Math Benchmark	# Tested	Meets (70%+)	Approaches (50-69%)	Falls Far Below (0-49%)
October	12	8% (N=1)	42% (N=5)	50% (N=6)
March	9	22% (N=2)	44% (N=4)	33% (N=3)





The Reading benchmark data from the 2011-2012 school year shows significant improvement in student mastery of Common Core standards between October and January. These benchmark assessments predict that 8/10 sophomore students will pass the Spring 2012 AIMS Reading test. The benchmark assessment data from the 2011-2012 school year is significantly higher than that from the 2010-2011 school year and shows improvement throughout the year, supporting the effectiveness of the efforts in curriculum and instruction during the turnaround process. The patterns shown in the Math benchmark data are similar to those in the universal screening DOMA data; a large percentage of students continue to score far below or approaching the standards in Math skills yet have improved significantly

throughout this school year. This improvement is likely a result of focused, strategic efforts in Math, including increased intervention and rigorous, differentiated curriculum and instruction.

What Was Learned and Moving Forward

An analysis of the previous five years of curriculum development, monitoring integration of standards into instruction, monitoring and documenting student achievement, and professional development has served to validate and affirm initial improvement efforts. In conjunction with the Needs Assessment and subsequent action plan created through the SIG process, this analysis of the four areas over time, has created a sense of urgency for immediate and sustainable change that will ensure a quality place of learning for all students. The charter school has experienced an incredible transformation, having begun the evolution from a failing credit recovery "alternative" school environment to a rigorous college preparatory school. The achievement data reflects the sense of renewal and recommitment to instructional excellence. Less than two years ago, the school lacked standards-based high school curriculum , a system for monitoring integration of the standards in instruction, a process for tracking and analyzing student achievement data, and a structured NSDC standards-based professional development plan. While there have been tangible developments in these areas and much to celebrate since the new administration arrived at the school, there is still more work to be done in all four areas to improve weaknesses evident in the data. Math continues to be an area in which students struggle as evidenced by the screening, benchmark, and AIMS data. Although reading scores have improved dramatically, they will need to be closely monitored to ensure the upward trend continues.

Curriculum Development

While curriculum has been created for all current courses, next year the school will need to develop curriculum for additional courses as students will be enrolled in senior level classes which are not currently offered. Curricula need to be revised and updated based following an evaluation of their effectiveness in helping students master standards this first year. Time needs to be scheduled for this process during the summer and throughout the school year to adjust as necessary. Detailed learning goals and success criteria and planned formative assessment strategies need to be identified for each revised unit of instruction to reflect training received from Margaret Heritage. Instructional resources need to be reviewed and purchased to support and supplement instruction aligned to Common Core and AZ State Standards. Furthermore, after analyzing the historically low math achievement, it is clear

that significant focus needs to be placed on enhancing the math curriculum. In order to respond to historically low math student achievement, a summer school math curriculum will be created to provide students a “boot camp” course in math skills. This will ensure incoming students are prepared with the basic math skills they need in order to be successful in the rigorous college-prep math courses offered at GLAA.

Classroom observations this year indicate a trend of direct instruction and guided practice within math instruction, but few inquiry-based lessons. In order to build students’ critical thinking and problem solving skills to increase their math achievement, teachers will need to develop inquiry-based lessons in math courses as a part of their regular curriculum. Expanding the implementation of AVID curriculum will be focused on the following areas: develop vertically aligned instructional plans for AVID elective classes; enhance process for teaching and implementing AVID tutorial structure; integrate Socratic seminar into content area curriculum maps.

Monitor Integration of Standards into Instruction

While enormous strides have been made in efforts to monitor integration of the standards in instruction, there is still considerable growth that must occur to ensure the intended curriculum is fully implemented with fidelity. School leadership needs to monitor teachers’ implementation of the revised learning goals and success criteria and use of formative assessment and feedback during instruction to ensure strategies gained from Margaret Heritage trainings are being implemented. Additionally, a focus needs to be placed on monitoring teachers’ inquiry-based lessons and ability to lead students towards deep understanding of content. Classroom observations will also focus implementation of the AVID curriculum in both the AVID elective classes and content courses. School leadership will monitor the effective implementation of Cornell notes, critical reading strategies, tutorial structure, and Socratic seminar methods to increase student achievement. Additionally, school leadership will be expected to conduct a yearly report of AVID implementation based on the AVID Center Certification Packet and Self-Study Continuum. This information will be reported to AVID Center and utilized by school leadership to evaluate the degree to which faculty are implementing AVID curriculum with fidelity. Additionally, Summer Math “boot camps” will be observed each year to ensure students are prepared for the rigorous college-prep math curriculum each fall. Finally, the Teacher Evaluation Framework needs to be adjusted to align to SB1040 and include student achievement as a significant factor in evaluating teacher effectiveness. This will assist in evaluating how effectively standards are being implemented.

Monitor and Document Student Proficiency

In the area of assessment, significant progress has been made in the past two years. A comprehensive assessment system has been created and teachers have been trained in using assessment in a formative manner to make immediate changes to their instruction based on student understanding of a concept. While we believe these changes in assessment practices have contributed to improved student achievement, additional adjustments need to be made. Further, the mastery-based grading scale must be revised to ensure alignment between standards taught, student mastery, and grades. Placement tests need to be developed to ensure incoming students are placed in appropriate math courses each year. Additionally, curriculum based benchmark assessments need to be developed prior to instruction based on the revised curriculum, specific learning goals, and success criteria in order to more accurately measure student mastery and retention of standards. Predictive interim assessments also need to be created for 10th grade students to determine AIMS passing rates so that teachers can create action plans to address standards not yet mastered. A structured process for analyzing interim assessment data and creating action plans that track student progress on mastering the standards needs to be implemented as well. Similarly, more emphasis needs to be placed on regularly monitoring formative assessment and student feedback strategies used by teachers and determining the effectiveness of those strategies based on student achievement data. Teacher-created scoring rubrics for Cornell notes, critical reading strategies, tutorial structure, and Socratic seminar method will be revised annually, as needed, in order to appropriately monitor student proficiency in AVID curriculum strategies.

Professional Development

Several improvements in the area of professional development have been achieved over the past two years. However, as the school's mission and vision have changed and new faculty have been hired, professional development needs to become even more differentiated based on teachers' individual areas of need and professional goals. As new teachers are hired, individualized training needs to be provided on curriculum development and related instructional materials to ensure faculty are well prepared to implement the college-prep curriculum. In order to support teachers meeting the goals of their individual Professional Development plans, the Curriculum Coach will support them through monthly meetings and observations focused on their goals. During the 2011-2012 school year the amount of support received was guided by teacher request but now needs to evolve to become a more integral part of the coaching process in order to differentiate professional development provided to each teacher. Furthermore, additional training on Margaret Heritage's effective feedback strategies

needs to occur to ensure teachers are providing regular feedback on learning goals and success criteria that moves student learning forward. As new faculty members are hired in the future, professional development in AVID strategies will be provided through Summer Institute, AVID Center Path Trainings, or job-embedded coaching meetings conducted by the Curriculum Coach. Additionally, teachers need to be provided more formal opportunities to evaluate the professional development they receive through regular professional development evaluations.