INTEGRITY EDUCATION CENTRE
CTDS: 078751000
RENEWAL PERFORMANCE PLAN: MATH NARRATIVE

In the fall of 2006 Integrity began a Needs Assessment study designed to re-culture our school climate around State and Federal accountability. The committee, including administrators, teachers, parents, and a student, was advised that the intent was to focus directly on increasing student achievement. Meeting at least once a month, they reviewed data, textbook and technology resources, and classroom procedures. The study indicated that, while Integrity had been meeting AYP requirements and provided a variety of resources for teachers; the resources were not properly used. Teachers had been allowed to develop their own programs, use resources other than those provided by the school, and take coverage of Arizona Standards for granted. Consequently there was not a pronounced continuity of instruction.

As part of the study, since 2007, Integrity has graphed a record of student progress in AIMs math tests. The high school scores show a continual growth in meeting the requirements reaching 80% in 2011. The general effort here has been good. However, we are now at a point where more emphasis will need to be placed on specific concepts and strands in the Common Core State Standards (CCSS).

The elementary scores are flat at about 40% for the entire 5 year period. To correct this Integrity will place primary emphasis on staff training and use of resources for elementary math, along with efforts to increase parental involvement. **See graphs attached showing high school and elementary progressions..**

Recognizing that re-culturing the school climate would require continual study, and several years for implementation, the committee outlined three steps to be initiated.

STEP 1: Provide and implement a curriculum to improve student achievement.

The math curriculum must reflect a common core of knowledge and a common teaching philosophy at every grade level.

- It must be a linear sequential curriculum from grade level to grade level and from year to year.
- Textbook-based information should provide the basics augmented by technology.
- It should be aligned with the Arizona State Standards.

STEP 2: Professional Development for effectively implementing a math curriculum.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in math.

School Year 2006-2007

STEP 1:

Grades K – 8: Provide and implement a curriculum to improve student achievement

- A study of textbooks was initiated including Houghton/Mifflin, Pearson, and others.

High School : Provide and implement a curriculum to improve student achievement.

- ‘A study of textbooks was initiated including Houghton/Mifflin, Prentice Hall, EdOptions and others.
- Selection was to be based on the textbook alignment to Arizona Standards

STEP 2:

Grades K – 8 and HIGH SCHOOL Professional Development:

Recognizing that the classroom atmosphere is the key to effectively implementing a curriculum, the committee determined there must be a structured classroom environment in every classroom.

- High standards for student discipline and classroom behavior.
- Teacher-directed instruction be the predominant mode of instruction.
- Technology be integrated effectively into instruction and used as a teacher resource tool for instructional planning, delivery, and assessment and monitoring student progress.
- Teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure.
- Differentiated Instruction be used to meet the learning needs of all students.
- Elevated grading scale.

School Year 2007-2008

STEP 1: Provide and implement a curriculum to improve student achievement.

Grades K – 8:

- July - The decision was made to use Pearson textbooks (Scott Foresman) as the basil text for math in early elementary grades. An order was placed with Pearson for approximately $1200.00.
- July - Decision made to continue use of the 'Light Span' software (licensed for $26,000 in 2003) used on Play Stations to augment the math curriculum in elementary classrooms.
- September – Pearson (Prentice Hall) Math 1 and Math 2 textbooks ordered for upper elementary. Both hardcopies and on-line. Cost $1600.00.

High School:

- July - The decision was made to use Prentice Hall textbooks as the basil text for math in the high school. Textbooks would be available in hard copy and on-line. An order was placed with Pearson for Pre-Algebra, Algebra 1, Algebra 2, and Geometry textbooks. Cost approximately $4000.00.
- July - Decision made to continue use of the EdOptions on-line textbooks to augment the math, provide remedial tutorials and advanced work for high school classrooms. Licensed for approximately $15,000.
- August – Prentice Hall textbooks implemented in classrooms.
- EdOptions implemented in Classrooms.

STEP 2: Professional Development for effectively implementing a math curriculum.

Grades K-8 and High School :

- August 2007 - Structured classroom environment. All teachers introduced to Madeleine Hunters Elements of Effective Instruction, began monthly training. Instruction by staff members at No cost. **See attachment.**
- August 2007– High School teachers receive consultant training from EdOptions. No cost.
- August 2007 – High School teachers receive consultant training from Prentice Hall on use of SuccessNet on-line resources. No cost.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in math.

- Recognizing that the success of students is the key result of any curricular changes and professional development, Integrity began a more in depth analysis of pupil achievement data. While continuing to rely on teacher evaluations, testing, and grading, Integrity noted that AIMs testing has become the most relevant

data for the State and Federal evaluations of student achievement. Therefore, it was determined that the Needs Assessment Committee start with concentration on AIMs data.

OCTOBER 2007

INTEGRITY EDUCATION INCORPORATED Met AYP

2007 Summary of Grades 3 through 8 AIMs Test (Performing School)

Math:

1. 39 students in grades 3 through 8 took the math test in 2007.
   - 28 were enrolled in Integrity for 2 or more years.
   - 11 of them or 39 % Scored as 'Meets' the requirements.
   - 6 of them or 22% were scored as 'Approach' the requirements.
   - 11 of them or 39% were scored as 'Fall Far Behind' the requirements.
2. 11 students were 1st year students. No previous scores available.
   - All took the math test at Integrity in 2008
   - 6 Scored as 'Meets' the requirements.
   - 2 Scored as 'Approach' the requirements
   - 3 Scored as 'Fall Far Below' the requirements

Although 'Arizona Learns' scored Integrity as a performing school, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. If there was any pattern or trend, it was little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The percentage of elementary students meeting the math requirement was approximately equal to Arizona's Annual Measurable Objectives for AYP at the end of 2007.

2007 Summary of High School AIMs Grades 10 – 12 Arizona Learns (Performing School)

Math:

1. 10 students in grades 10 through 12 took the math test in 2007.
   - All were enrolled in Integrity for 2 or more years.
   - 3 of them or 30% passed the AIMs test.
   - 2 of them or 20% were scored as 'Approach' the requirements.
   - 5 of them or 50% were scored as "Falls Far Behind'.

Although 'Arizona Learns' scored Integrity as a performing school, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all high school grades together in the analysis. If there was any pattern or trend, it was little difference, in percent achieving the goals, between genders, race , ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The percentage of high school students meeting the math requirement was slightly higher than Arizona's Annual Measurable Objectives for AYP in 2007. (AZ 25% & Integrity 30%)

AUGUST 2008

INTEGRITY EDUCATION INCORPORATED Met AYP

2008 Summary of Elementary AIMs Grades 3 – 8 (Performing School)

Math:

1. 35 students in grades 3 through 8 took the math test in 2008.
   - 25 were enrolled in Integrity for 2 or more years.
   - 10 of them or 40 % Scored as 'Meets' the requirements.
   - 4 of them or 16% were scored as 'Approach' the requirements.
   - 11 of them or 44% were scored as 'Fall Far Behind' the requirements.

2. 10 students were 1st year students. No previous scores available.
    - All took the math test at Integrity in 2008
    - 7 Scored as 'Meets' the requirements.
    - 3 Scored as 'Fall Far Below' the requirements

Again, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. There was little difference, in percent achieving the goals, between genders, race , ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were still in need of significant improvement in all strategies and concepts at their grade level. The percentage of elementary students meeting the math requirement was about 10% below Arizona's Annual Measurable Objectives for AYP at the end of 2010.

2008 Summary of High School AIMs Grades 10 – 12 <u>(Performing School)</u>

Math:

1. 9 students in grades 10 through 12 took the math test in 2008.
    - All were enrolled in Integrity for 2 or more years.
    - 4 of them or 44% passed the AIMs math test.
    - 2 of them or 23% were scored as 'Approach' the requirements.
    - 3 of them or 33% were scored as "Falls Far Behind'.

Again, the small size of classes precluded the show of data by individual grade level so Integrity has grouped all high school grades together in the analysis. There was little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were still in need of significant improvement in all strategies and concepts at their grade level. The percentage of high school students meeting the math requirement was approximately equal to Arizona's Annual Measurable Objectives for AYP from 2007 to 2010.

School Year 2008-2009

STEP 1: Provide and implement a curriculum to improve student achievement.

GRADES K – 8 and HIGH SCHOOL

- August 2008 – Parents of students in grades 5 through 8, and high school were introduced to Prentice Halls' on-line textbooks and EdOptions on-line to implement the curriculum in the classroom and at home.

STEP 2: Professional Development

- August 2008 – All teachers re-introduced to 'Madeleine Hunter Elements of Effective Instruction'. Ongoing monthly instruction was scheduled. No cost.
- August 2008 – Teachers receive training in use of curriculum on-line resources.

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in math.

JULY 2009

INTEGRITY EDUCATION INCORPORATED Met AYP

Summary of 2009 Elementary AIMs Tests Grades 3 – 8 (Non-Performing School)

Math:

- 24 students in grades 3 through 8 took the math test in 2009.
- 16 were enrolled in Integrity for 2 or more years.
- Of those 16, 4 of them (25%) passed the AIMs test.
- 6 of the 16 (37.5%) were scored as 'Approach' the requirements.
- 6 of them (37.5%) were scored as 'Fall Far Behind' the requirements.

- **Average growth score 18.3 points**.
- 8 students were 1st year students. No previous scores available.
- 3 Scored as 'Meets' the requirements.
- 2 Scored as 'Approach' the requirements.
- 3 Scored as 'Falls Far Behind' the requirements.

Although Integrity met AYP, 'Arizona Learns' scored Integrity as a non-performing school. The small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. There continued to be little difference, in percent achieving the goals, between genders. race, ethnicity, or grade level. Furthermore, regardless of their level of achievement, all students were in need of significant improvement in all strategies and concepts at their grade level. The school was very disappointed as the percentage of elementary students meeting the math requirement was significantly below Arizona's Annual Measurable Objectives for AYP at the end of 2007. However, there was a bright side as student's average growth score was 18.3 points.

2009 Summary of High School AIMs Grades 10 – 12 <u>(Non-Performing School)</u>

Math:

1. 16 students in grades 10 through 12 were eligible for the math test in 2009.
   - 14 were enrolled in Integrity for 2 or more years.
   - 1 of them was absent during the testing
   - 6 of them or 46% passed the AIMs test in or before 2009.
   - 3 of them or 23% were scored as 'Approach' the requirements.
   - 4 of them or 31% were scored as "Falls Far Behind'.
   - Average growth for those who did retake the test was 8.8 points.
2. 6 students were 1st year students. No previous scores available.

- 5 took the math test at Integrity in 2010.
- 3 Scored as ‘Meets’ the requirements.
- 2 Scored as ‘Approach’ the requirements.
- 1 was absent during the testing.

Average growth score is difficult to compute because 2 had passed the test in 2008 and did not retake the test. 4 others were sophomore who took the Terra Nova test in 2008. This creates a problem for a small school like Integrity as a 0 growth rate is shown for those students in the AZ Learns compilations. However, the 46% that passed was above Arizona’s Annual Measurable Objectives for AYP at the end of 2010.

The only points Integrity received for growth in the Arizona learns profile was 4.7 for high school math. This despite the fact that while 86% of Integrity’s high school students had passed the AIMs Reading Test, (almost 40 percentage points above Arizona’s AMOs for adequate yearly progress) Integrity received no points, for high school reading in the Arizona Learns computations. The result was that Integrity was classified as a non-performing school. When this was called to the attention of the Arizona Learns staff, the answer was to “have all students retake the test each year”. This is extremely difficult in view of the state wide understanding that once a high school student passes the AIMs test they are not required to retake it.

School Year 2009-2010

Classified as a non-performing school, Integrity met extensively over the first ninety days of the 2009-2010 school year on their ASIP plan development.

STEP 1: Provide and implement a curriculum to improve student achievement.

- August 2009 – Study begun to ensure that Pearson textbooks were aligned with AZ Standards.

- January 2010 - The committee recognized that reliance on AIMS and Terra Nova data does not allow teachers good baselines before high stakes testing occurs. A strategy was developed to purchase math software that:
    1. Could be implemented in classrooms for targeted instruction with the lower performing students and in tutoring sessions.
    2. Provide testing and reports linked to the Arizona State Standards and is a good predictor of AIMS test results.
- February 2010 – The committee researched available math software. Orchard software, research based and proven effective, was purchased to augment math textbooks. Cost - $3000.00

STEP 2: Professional Development

- August – Teachers re-introduced to 'Madeleine Hunter Elements of Effective Instruction'. Ongoing monthly instruction scheduled.
- Teachers receive three day training by Orchard staff.
- September – Teachers meet with the Arizona Improvement Plan Coach.
- September – November. The Needs Assessment team began weekly meetings with teachers to:
    1. Learn to study and assess student data.
    2. Utilize data driven decision making to make informed strategic decisions based on the results.
    3. Develop plans for improvement and ready themselves for the visit by the Arizona Department of Education Solutions team.
- December 9-10. Teachers met with the Solutions Team.
- December - Review the Team's Presentation of Findings.
- January – Integrity submits ASIP plan.
- February – Elementary teachers receive three day training by Orchard staff.
- April – Practice runs made with Orchard for teacher training:
    1. Learn to individualize instruction by creating personalized learning paths for each student, and track progress with detailed state-specific reports.

2. Use of reports to link instruction and student progress to **<u>state standards</u>**.
3. Use of reports at school, class, and student levels to measure progress towards AYP. **(See attached sample Orchard reports)**

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement in math.

<u>JULY 2010</u>

INTEGRITY EDUCATION INCORPORATED <u>Met AYP</u>

Summary of 2010 Elementary AIMs Tests Grades 3 – 8 <u>(Performing Plus School)</u>

Math:

1. 25 students in grades 3 through 8 took the math test in 2010.
   - 17 were enrolled in Integrity for 2 or more years.
   - Of those 17, 8 of them (47%) passed the AIMs test.
   - 5 of the 17 (29%) were scored as 'Approach' the requirements.
   - 4 of them or 24% were scored as 'Fall Far Behind' the requirements.
   - Average growth score cannot be computed as math tests were revised and 2009 tests were not scored the same as 2010 tests.
2. 8 students were 1st year students. No previous scores available.
   - 3 Scored as 'Meets' the requirements.
   - 3 Scored as 'Approach' the requirements.
   - 2 Scored as 'Falls Far Behind' the requirements.

Integrity continued to meet AYP. The school climbed significantly in 'Arizona Learns' moving from a non-performing school to a Performing Plus school. Again the small size of classes precluded the show of data by individual grade level so Integrity has grouped all elementary grades together in the analysis. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. However, special needs students were emerging as those most apt to

remain behind. Individual growth is difficult to gage because of the change in tests. However 47% passed the AIMs math in 2010 as compared to 25% in 2009. The school was very pleased with this large gain. Integrity was slightly below the average for elementary grades (52%) in Arizona's Annual Measurable Objectives for AYP at the end of 2010.

2010 Summary of High School AIMs Grades 10 - 12 <u>(Performing Plus School)</u>

Math:

1. 20 students in grades 10 through 12 were eligible for the math test in 2010.
   - 14 were enrolled in Integrity for 2 or more years.
   - 10 of them or 71 % had passed the AIMs test in or before 2010.
   - 2 of them or 15% were scored as 'Falls Far Behind' the requirements.
   - 2 of them were absent during the test. (Both were 'Fall Far Behind).
2. 6 students were 1st year students. No previous scores available.
   - 5 took the math test at Integrity in 2010.
   - 3 Scored as 'Meets' the requirements.
   - 2 Scored as 'Approach' the requirements.
   - 1 was absent during the testing.

   Integrity continued to meet AYP. We climbed significantly in 'Arizona Learns' moving from a non-performing school to a Performing Plus school. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. However, special needs students were emerging as those most apt to remain behind. The school was very pleased with this large gain. This moved Integrity 30% above Arizona's Annual Measurable Objectives for AYP at the end of 2010. Integrity remains concerned as the average growth score is difficult to compute because 4 had passed before

2010 and did not retake the test. (1 in 2008 and 3 in 2009. 5 others were sophomore who took the Terra Nova test in 2009. This creates a problem for a small school like Integrity as a 0 growth rate is shown for those students in the AZ Learns compilations. Also, the math test was changed to Prentice Hall and scores were different. However, teachers must continue to focus on high school math improvement to maintain this success.

School Year 2010-2011

GRADES K - 8

STEP 1: Provide and implement a curriculum to improve student achievement.

- Integrity remains focused on curriculum and resources already in place.
- August 2010 - Orchard introduced in classrooms.
- August 2010 – Monthly study begins to ensure that classroom lesson concepts and objectives are directly related to those of AZ Standards.
- August 2010 - Monthly study begins to ensure that Pearson textbook chapter concepts and objectives are directly related to those of AZ Standards.

STEP 2: Professional Development

- August 2010 – April 2011 Bi-monthly in-service workshops held to review use of classroom management.
- August 2010 – April 2011 Bi monthly workshops held to review use of curriculum and resources aligned to standards.
- August 2010 – Monthly study begins to ensure that classroom concepts and objectives are directly related to those of AZ Standards**.**
- March 2011 – discussions begin on effects of the conversion of Arizona to Common Core State Standards (CCSS).

STEP 3: An analysis of relevant student achievement data for monitoring and documenting student achievement.

INTEGRITY EDUCATION INCORPORATED Met AYP

2011 Summary of Elementary AIMs Grades 3 – 8 (Rated "B" School)

Math:

1. 20 students in grades 3 through 8 took the math test in 2011.
   - 13 were enrolled in Integrity for 2 or more years.
   - 4 of them or 31 % passed the AIMs test.
   - 4 of them or 31% were scored as 'Approach' the requirements.
   - 5 of them or 38% were scored as 'Fall Far Behind' the requirements.
   - Average growth score was 20.64 points.
2. 7 students were 1st year students. No previous scores available.
   - 1 Scored as 'Meets' the requirements.
   - 2 Scored as 'Approach' the requirements.
   - 4 Scored as 'Falls Far Behind' the requirements.

Integrity continued to meet AYP. 'Arizona Learns' scored us as a 'B' school in the new school ranking process. However, Integrity was disappointed in the elementary school performance in AIMs math tests. Perhaps the emphasis on reading (100% meet) overshadowed math. Again Integrity has grouped all elementary grades together in the analysis. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. While individual performance increased by an average 20.64 points, Integrity is significantly below Arizona's Annual Measurable Objectives for AYP due at the end of 2014.

2011 Summary of High School AIMs Grades 10 – 12 (Rated "B" School)

Math:

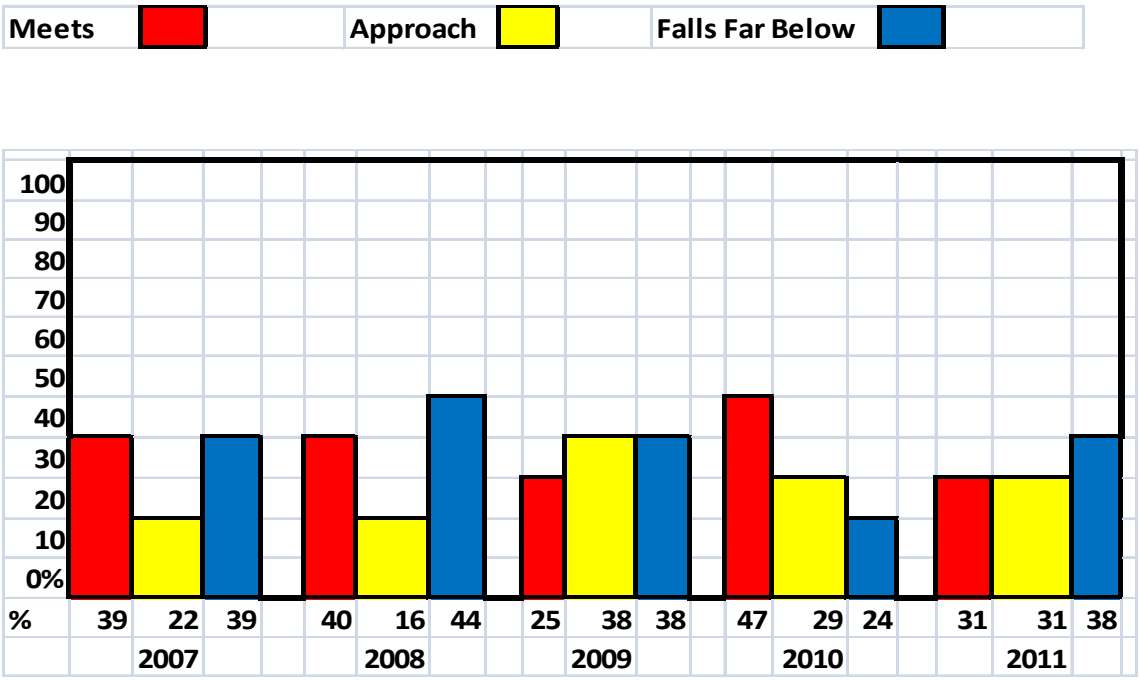
- 13 students in grades 10 through 12 were eligible for the math test in 2011.
  - 10 were enrolled in Integrity for 2 or more years.
  - 8 of them or 80 % had passed the AIMs test in or before 2011.
  - 2 of them or 20% were scored as ‘Approach’ the requirements. (Both passed in fall 2011)
- 2 students were 1st year students. No previous scores available.
  - 1 Scored as ‘Meets’ the requirements.
  - 1 Scored as ‘Falls Far Behind’ the requirements.

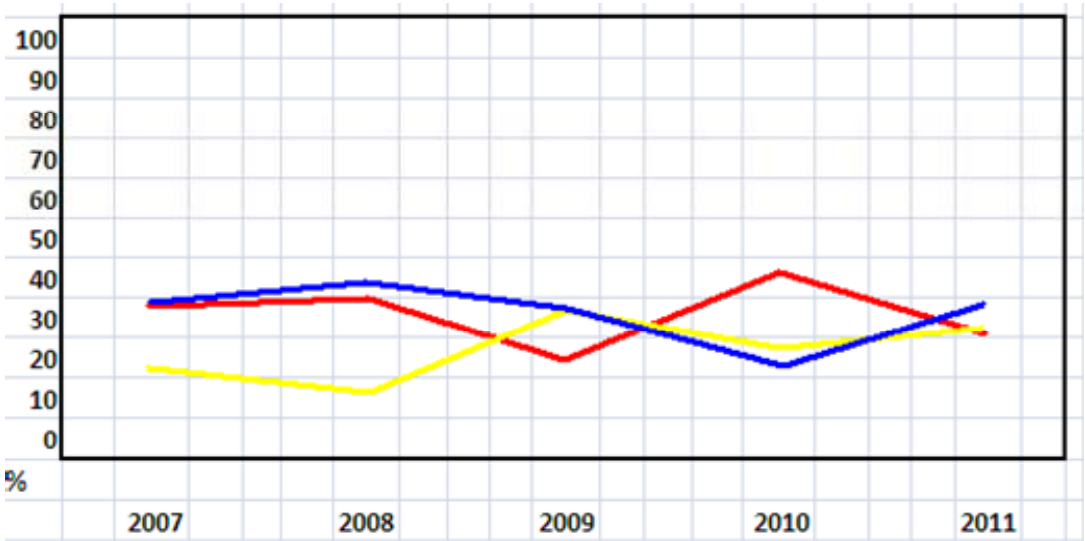
Integrity continued to meet AYP. ‘Arizona Learns’ scored us as a ‘B’ school in the new school ranking process. There remained little difference, in percent achieving the goals, between genders, race, ethnicity, or grade level. Most important, 80% of our high school students met the AIMs requirements. Integrity was over Arizona’s Annual Measurable Objectives for AYP due at the end of 2012. Average growth score is difficult to compute because 5 had passed before 2011 and did not retake the test. (1 in 2008, 1 in 2009, and 3 in 2010) This remains a concern for Integrity as it creates a problem as a 0 growth rate is shown for those students in the AZ Learns compilations. Again, teachers must continue to focus on math improvement to maintain this success.

INTEGRITY EDUCATION INCORPORATED

Elementary AIMs Progression 2007 – 2011

Elementary Mathematics

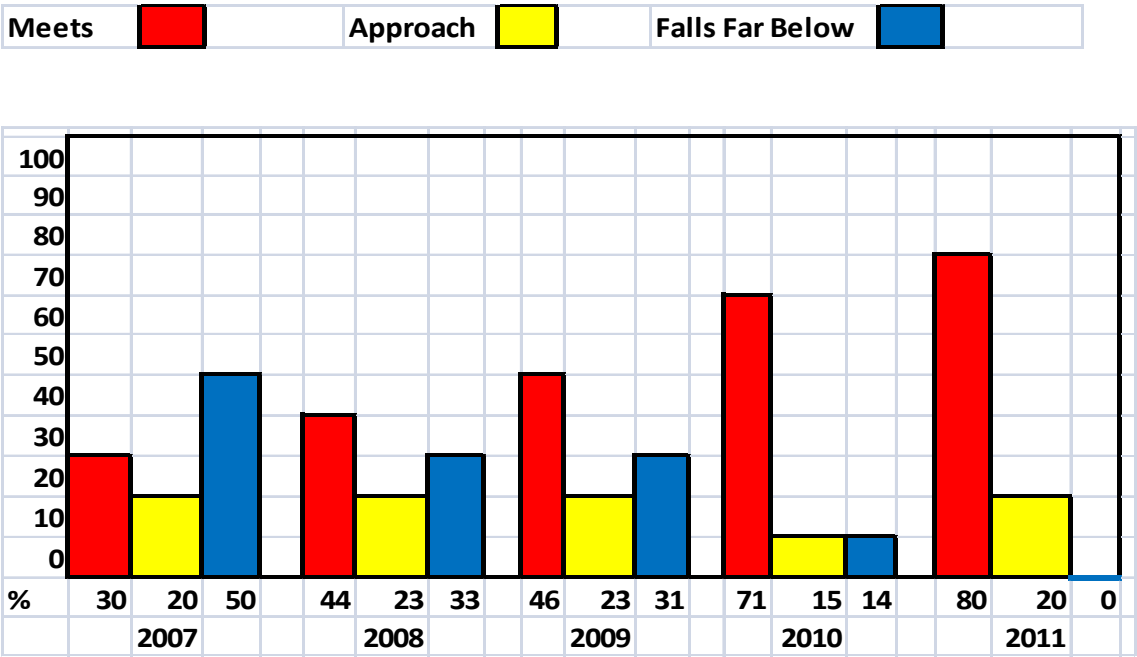


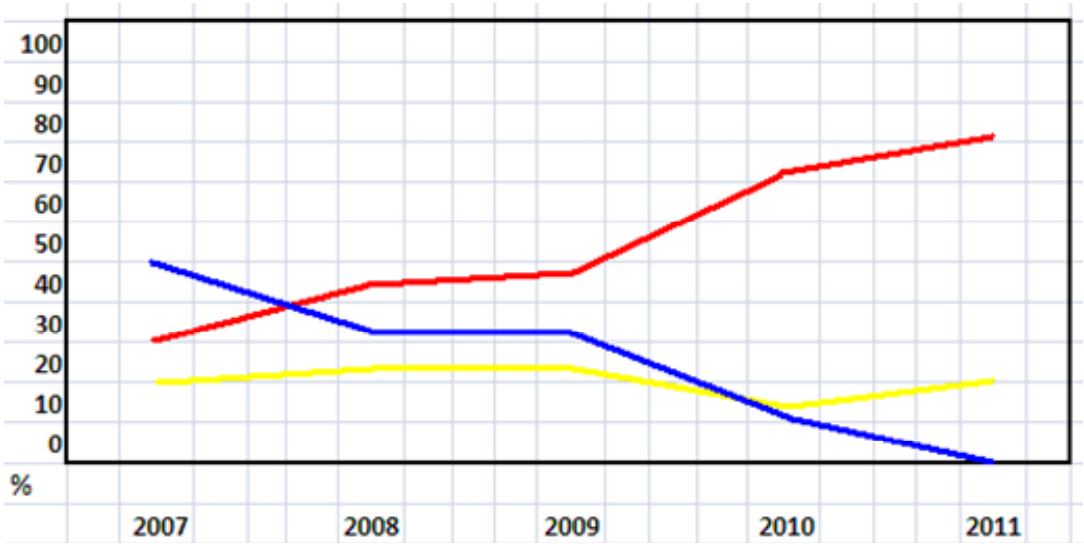


INTEGRITY EDUCATION INCORPORATED

High School AIMs Progression 2007 – 2011

High School Mathematics

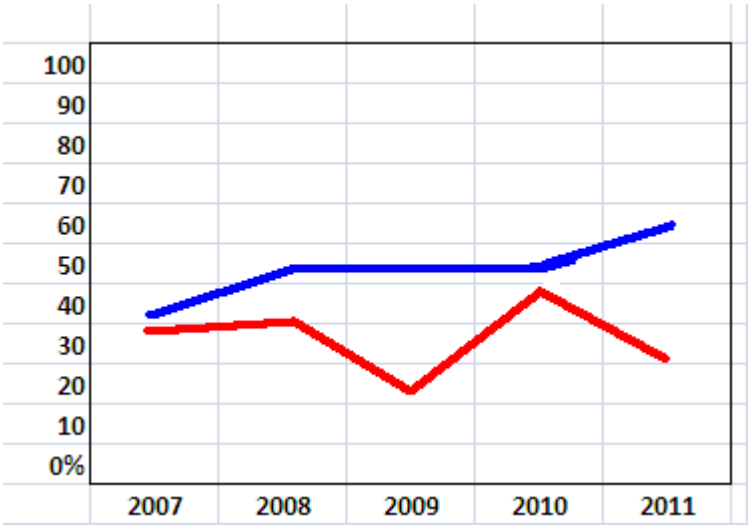




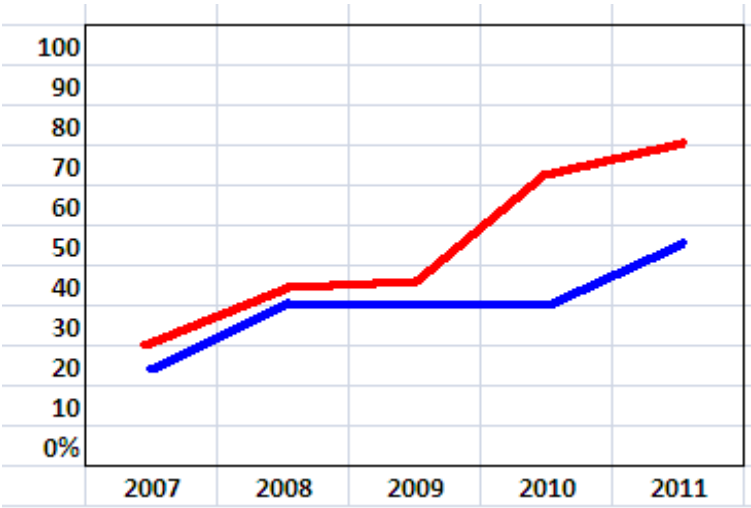
Comparison: Arizona and Integrity Education Centre
Annual measurable objectives percentage

Arizona State % _____ **Integrity Education % _____**

Elementary Math



High School Math



INTEGRITY ACHIEVEMENT PROFILE

	AZ Learns		Met AYP
2007	Performing		Yes
2008	Performing		Yes
2009	Non-Performing		Yes
2010	Performing Plus		Yes
2011	Rated “B”		Yes