Phoenix School of Academic Excellence

Performance Management Plan Narrative

The Phoenix School of Academic Excellence is a small charter school located in central Phoenix, Arizona serving students in grades 7 – 12. The school is designated as an alternative school by the Arizona Department of Education. Alternative schools are defined as schools that meet the Arizona State Board of Education's approved definition as schools whose sole and clearly-stated mission is to serve specific populations of at-risk students. Alternative school status is granted by application to the Arizona Department of Education.

In pursuit of lifelong learning, it is the mission of the Phoenix School of Academic Excellence to promote the academic, occupational, and personal skills of all students based on community collaboration, parental involvement, staff commitment and role modeling.

Improving Student Achievement: Mathematics

Providing and Implementing a Curriculum that Improves Student Achievement

The Phoenix School of Academic Excellence has invested in a variety and diversity of instructional resources to best meet the individual needs of its students. As a designated alternative school by the Arizona Department of Education, the Phoenix School of Academic Excellence recognizes the unique needs and levels of readiness of each student. Therefore, the following is a brief summary of the mathematics curriculum and instructional resources re-aligned and implemented in SY 2010/11 to improve and increase student academic achievement.

Instructional Program	Target Population	Targeted Conceptual Categories for Improvement
Saxon Algebra I: Investigations (1-12) **Saxon Algebra I: Supplemental Student Workbook**	Grades 7-12	**Number and Quantity** • The Real Number System (N-RN) • Quantities (N-Q) • The Complex Number System (N-CN) • Vector and Matrix Quantities (N-VM) **Algebra** • Seeing Structure in Expressions (A-SSE) • Arithmetic with Polynomials and Rational Expressions (A-APR) • Creating Equations (A-CED) • Reasoning with Equations and Inequalities (A-REI)
Saxon Algebra II: Sections/Investigations (1-12) **Saxon Algebra II: Supplemental Student Workbook**	Grades 9-12	**Algebra** • Seeing Structure in Expressions (A-SSE) • Arithmetic with Polynomials and Rational Expressions (A-APR) • Creating Equations (A-CED) • Reasoning with Equations and Inequalities (A-REI) **Functions** • Interpreting Functions (F-IF) • Building Functions (F-BF) • Linear, Quadratic, and Exponential Models (F-LE) • Trigonometric Functions (F-TF)

Saxon Geometry: **Sections/Investigations (1-12)** **Saxon Geometry:** **Supplemental Student Workbook**	Grades 9-12	**Geometry** • Congruence (G-CO) • Similarity, Right Triangles, and Trigonometry (G-SRT) • Circles (G-C) • Expressing Geometric Properties with Equations (G-GPE) • Geometric Measurement and Dimension (G-GMD) • Modeling with Geometry (G-MG) **Modeling**
Study Island Content Delivery System (CDS) **Plato: Content Delivery System (CDS) &** **Learning Management System (LMS)**	Grades 7-12	**Number and Quantity** **Algebra** **Functions** **Geometry** **Modeling** **Statistics & Probability** **Contemporary/Discrete Mathematics**

Each school year Phoenix Academy of Academic Excellence staff reviews and evaluates the mathematics curriculum and supplemental resources as measured by the AIMS test results. The alignment and mapping of the school's curriculum is an ongoing process and school staff works with the content providers and textbook publishers to monitor changes as result of the implementation of the Common Core State Standards unique to Arizona.

The Phoenix School of Academic Excellence has implemented a Response to Intervention (RTI) program in order to better meet the unique needs of students requiring additional assistance in the core mathematics program. Based on nationally accepted best practices for RTI, the Phoenix School of Academic Excellence uses the three-tiered system when addressing the academic needs of students who are below grade level expectations or who are struggling within the content area. The school's integration of the RTI program is addressed in more detail in the next section.

Based on the ongoing work of the data review team, which also serves as the North Central Accreditation team, recommendations have been made to adopt and implement additional mathematics instructional and supplemental materials beginning in the 2012/13 school year. The team's recommendations include: expanding and adding additional instructional and supplemental Saxon Algebra 1, Algebra 2 and Geometry resources; decreasing the use of the PLATO content management system except to provide individualized remediation support; and expanding the use of the *Study Island* computer-based program for standards-based benchmark assessments in math, supplemental mathematics instruction and remediation, and additional preparation for the AIMS Mathematics assessment.

Developing and Implementing a Plan for the Monitoring of the Integration of Arizona Academic Standards into Instruction & Transition to Common Core Standards

Integration and alignment of the Arizona Academic Standards and the transition to the Common Core State Standards is a very important process and responsibility at the Phoenix School of Academic Excellence. The school views academic standards as the definition of what is to be taught and what outcomes or performances are to be expected.

Prior to the beginning of each school year, all staff members are required to attend an annual pre-service training. This professional development training includes an overview of the Arizona Academic Standards/Common Core; Differentiated Instruction strategies; AIMS assessment program; *Reaching at Promise Students Association (*RAPSA) emphasizing the Socratic Method in the classroom; AZ Learns/NCLB Accountability system and requirements; and other topics such as the AZELLA program, Title I, and McKinney-Vento homeless programs.

During the curriculum alignment and academic standards integration training sessions, staff members rely on source documents from the Arizona Department of Education (i.e., Arizona Mathematics Standards Articulated by Grade Level and the Common Core State Standards) and correlations to these standards by Saxon Publications, PLATO Learning and Study Island. The school's instructors are trained to develop their lesson plans based on the integration and identification of the Mathematics Standards and the utilization of Study Island and PLATO to provide differentiated instructional opportunities for students performing below grade level, struggling within the content area, or for content/credit recovery purposes. The administration and governing body of the Phoenix School of Academic Excellence expects all instructional staff members to engage standards-based teaching and assessment fully.

The teacher evaluation instrument adopted and utilized at the Phoenix School of Academic Excellence includes items regarding standards-based instructional requirements within the classroom. Teacher evaluations occur throughout the year both formally and informally. Formal evaluations are conducted twice each academic year. Lesson plans, student artifacts, formative and summative assessments and data are included in the evaluation process. The identification of the corresponding Academic Standard(s) within a lesson is required and monitored by supervisory staff and administrators.

Additionally, as a requirement for Arizona teaching certification, instructional staff members have received training in Structured English Immersion methods and strategies. Many of the strategies used in a Structured English Immersion program transfers to the regular classroom regardless of the students' current English language abilities. Complex mathematical concepts may require more visual, tactile, cooperative grouping and real-life experiential cues to assist in a better and deeper under of the content.

Within the past two years, the Phoenix School of Academic Excellence has formalized its *Response to Intervention* (RTI) Program to better meet the academic needs of those students who are significantly below current grade expectations or are not progressing as expected. Approximately 10% of the student population in 2011 had an active Individualized Education Program (IEP). However, as a designated alternative school program, many of the school's students may not meet the strict requirements for an IEP but demonstrate a need for additional and intensive assistance. As a result, the following overview of each Tier within the intervention program should provide a better understanding of the services provided to students.

Response to Intervention Overview	
Tier 1	Students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.
Tier 2	Students not making adequate progress in the core mathematics curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 3	Students receive individualized, intensive interventions that target the students' mathematical skill deficits for the remediation of existing problems and the prevention of more severe problems.

In order to meet the academic needs of students requiring Tier 1, 2 or 3 intervention strategies, classroom instructors will differentiate instruction based on the unique needs of the students and may utilize the Study Island and PLATO supplemental resources to assist students. The Phoenix School of Academic Excellence has contracted with *Back to Basics* to provide students in Tier 2 intervention with mathematics tutoring.

Developing and Implementing a Plan for Monitoring and Documenting Student Proficiency

Both formative and summative assessments are utilized by the Phoenix School of Academic Excellence as part of its comprehensive plan for monitoring and documenting student progress towards proficiency in mathematics based on the Arizona Mathematics Standards and Common Core State Standards. All instructional staff members continuously monitor and document a variety of assessment measures to determine if and when students have met the academic standards for proficiency.

Consistent with Arizona State Statutes and Arizona Department Education regulations and guidelines, the Phoenix School of Academic Excellence administers the AIMS and Stanford 10 (and previously TerraNova) assessments. These data sets are used by the by the Arizona Department of Education to make Adequate Yearly Progress (AYP) and AZ LEARNS determinations. Furthermore, this data is used by the Arizona State Board for Charter School to measure the school's Level of Academic Performance for monitoring and renewal purposes.

The school's instructional staff is provided the results of these assessments annually and are trained and supported in the analysis and disaggregation of the data by grade level, content cluster and student. The following table is an overview of the school's formative and summative assessment program.

Student Proficiency Monitoring Assessments	
Formative Assessments	**Summative Assessments**
Teacher-lead guided practice and monitoring	Unit practice tests
Teacher observation of students	End-of-chapter tests
Student questioning	End-of-term exams
Student independent practice	AIMS Assessments
Homework assignments	Stanford 10 Assessments
Unit cumulative review	
Student note taking	
Student-developed study guides	
Quizzes	

Each summer, the school's stake holders, consisting of board members, administrators, instructors, staff and parents convene to review, analyze and disaggregate the data in order to set goals for improvement, make recommendation for curricular modifications and set professional development and instructor growth goals for the following year.

The school's North Central Accreditation team also serves as the data review team. The data review team is responsible for the ongoing review of various data sets and making recommendations to the school's leadership regarding institutional changes and to assist the instructional staff with using data to guide and adjust instruction.

Developing and Implementing a Professional Development Plan

The primary purpose of the professional development program at the Phoenix School of Academic Excellence is to increase the overall effectiveness of all who are engaged in the teaching-learning process. Subsequently, each member of the professional staff must continue to develop his/her knowledge and skill to the maximum and the school must support and provide the opportunities for each professional staff member to participate.

The delivery of professional development opportunities is diverse and varied. Workshops, conferences, and in-service/pre-service trainings are a few examples of the professional growth opportunities available to school staff members to increase instructional and professional proficiency.

All Phoenix School of Academic Excellence instructional staff members are expected to pursue and participate in professional development activities which will enhance his/her knowledge and skill in the classroom.

In addition to pre-service training sessions at the beginning of each school year, instructional staff members are required to participate in various high quality professional development activities. Content and focus of these activities are driven by the prior year and longitudinal assessment data and priorities established by the school stakeholders. Staff members are encouraged to seek outside/independent high quality workshops and conferences provided they are aligned to the school's goals and support by data.

Past examples of site-based and outside professional development opportunities include: ADE AIMS assessment administration; *Reaching at Promise Students Association* conference; NCLB/AZ LEARNS Accountability workshops; Educating Homeless Children; National Conference on Differentiated Instruction; Teaching Geometry; Title I Programs & Compliance; and ADE AZELLA workshops.

Data Analysis Process

Each summer, Phoenix School of Academic Excellence staff members and other stakeholders conduct a review and analysis of various data sets in order to evaluate and modify instructional programs; analyze student achievement and academic growth; set comprehensive school improvement goals, identify professional development needs; and develop a budget. The school has identified its North Central Accreditation team as the lead data review team responsible reviewing and analyzing relevant data and providing instructional staff the support to interpret the data and modify instruction if warranted.

Multiple data sets are used during this review and analysis. The table below lists some of the data sets used annually when analyzing student achievement, overall school effectiveness, management and governance, and fiscal responsibility and accountability.

Data Sources for Analysis and Review	
Demographic Data	Student-Teacher Ratios Teacher Qualifications & Experience (HQT) Nation School Lunch Program Participation Rates School Improvement Status ESS Student Participation Rates & Categories ELL Student Participation Rates & Categories Student Gender Ratios Student Ethnicity Ratios Attendance/Absence Rates Graduation Rates
Assessment Data	Arizona AIMS Stanford 10 TerraNova ADE Adequate Yearly Progress (AYP) Measure of Academic Progress (MAP) A-F Accountability System AZ LEARNS
Local, State & Federal Reports	ADE SAIS AZ SAFE System ADE HQT Common Logon System
Fiscal & Audit Reports	ASBCS Annual Audit Report Annual M&O Budget Federal & State Grants Management Reports Federal & State Special Education Reports

The data sets listed above are relevant to improving student achievement because the assessment data provides valuable information regarding the progress students are making as measured by the academic standards and also serve as indicators to the effectiveness of instruction and instructional materials. Demographic data is important because it provides information regarding student ethnicity (which may indicate limited English language acquisition skills) and social and academic challenges associated with students living in poverty. Other miscellaneous reports (i.e., attendance rates, campus safety, graduation rates, budgets and audits) are examples of other

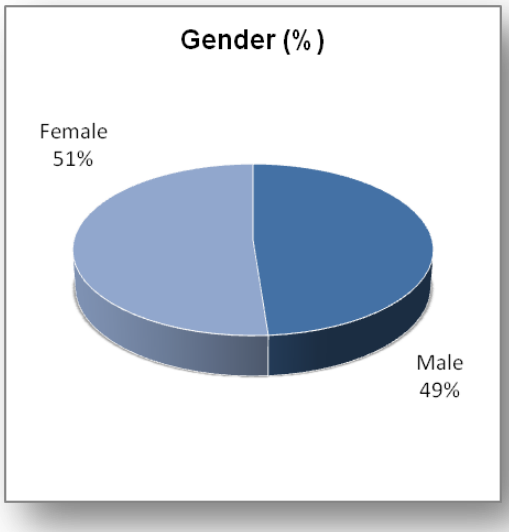
important sources of data that indicate the school's financial ability and commitment to improving student achievement.

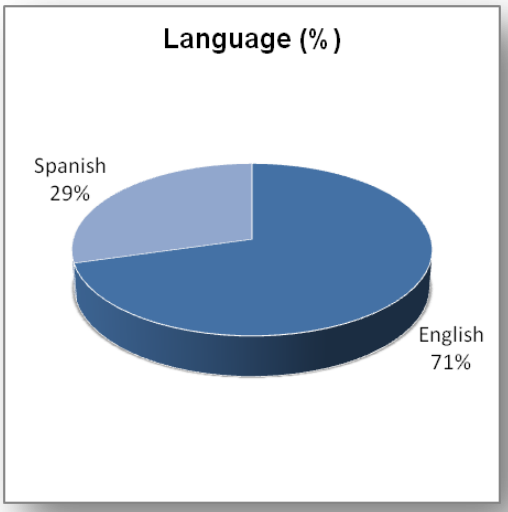
Phoenix School of Academic Excellence has begun the progress of analyzing and disaggregating student-level assessment data and creating student-growth goals based on existing student assessment data. Previous attempts of assessment data analysis proved to be challenging due the nature of the school's student population (alternative school status) and small cohort data set population.

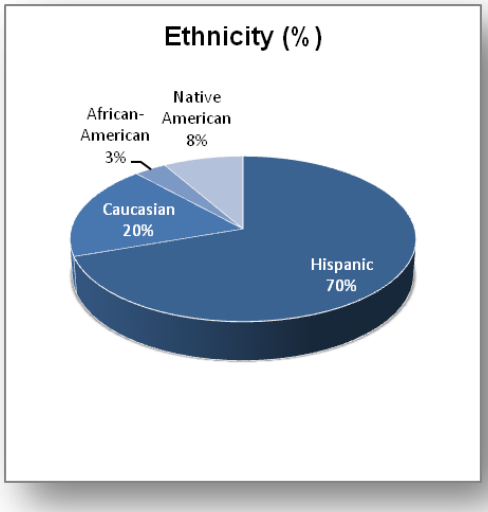
Analyzing Relevant Student Achievement Data

The following data sets (tables, graphs and charts) are illustrative of student assessment and demographic data over time (emphasis was placed on data over the past five years).

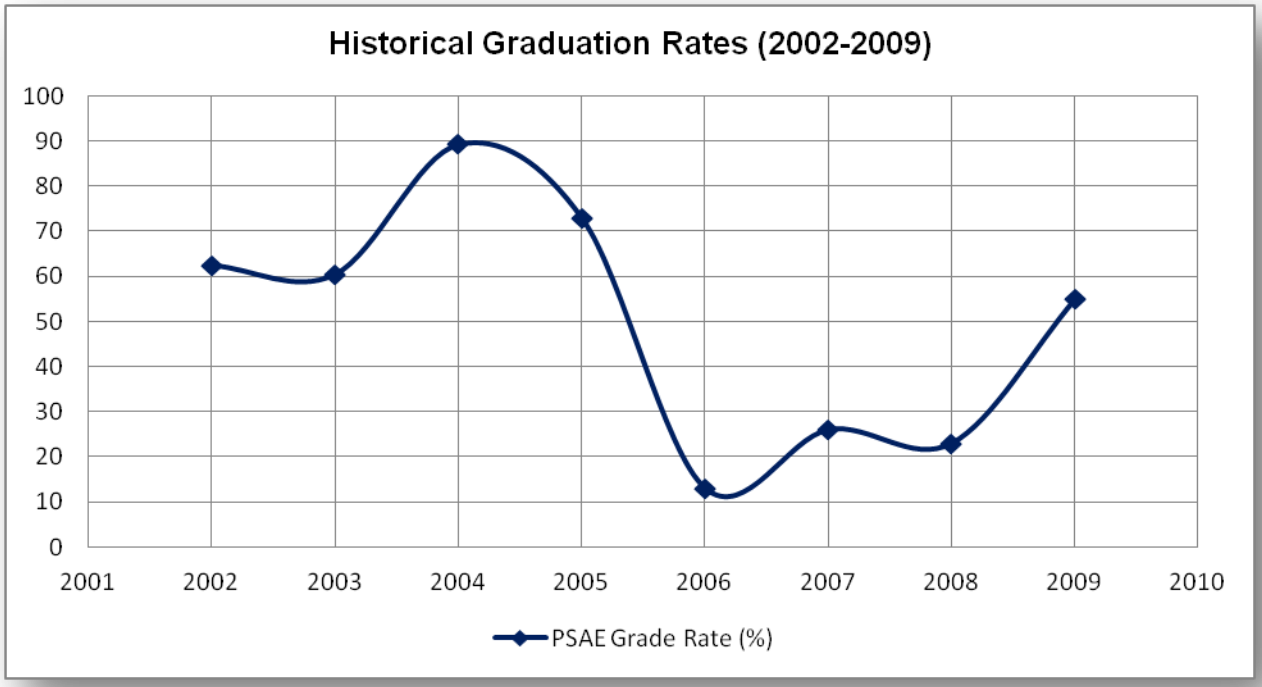
Demographic Data



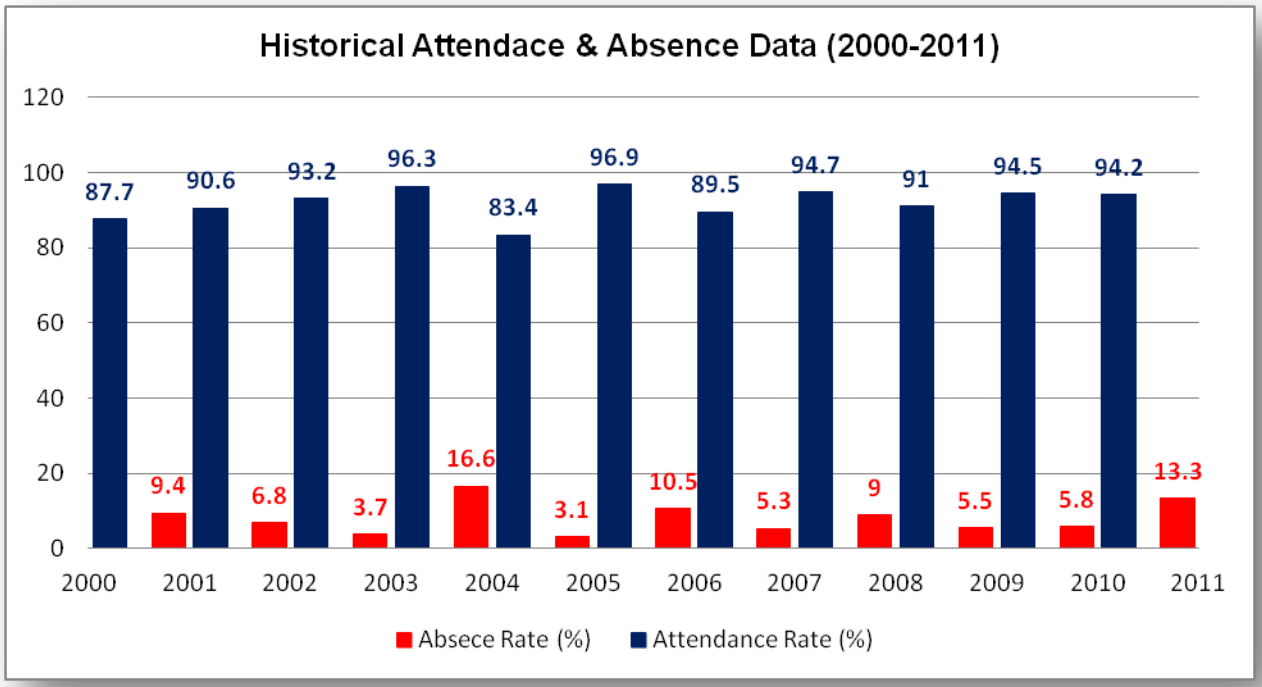




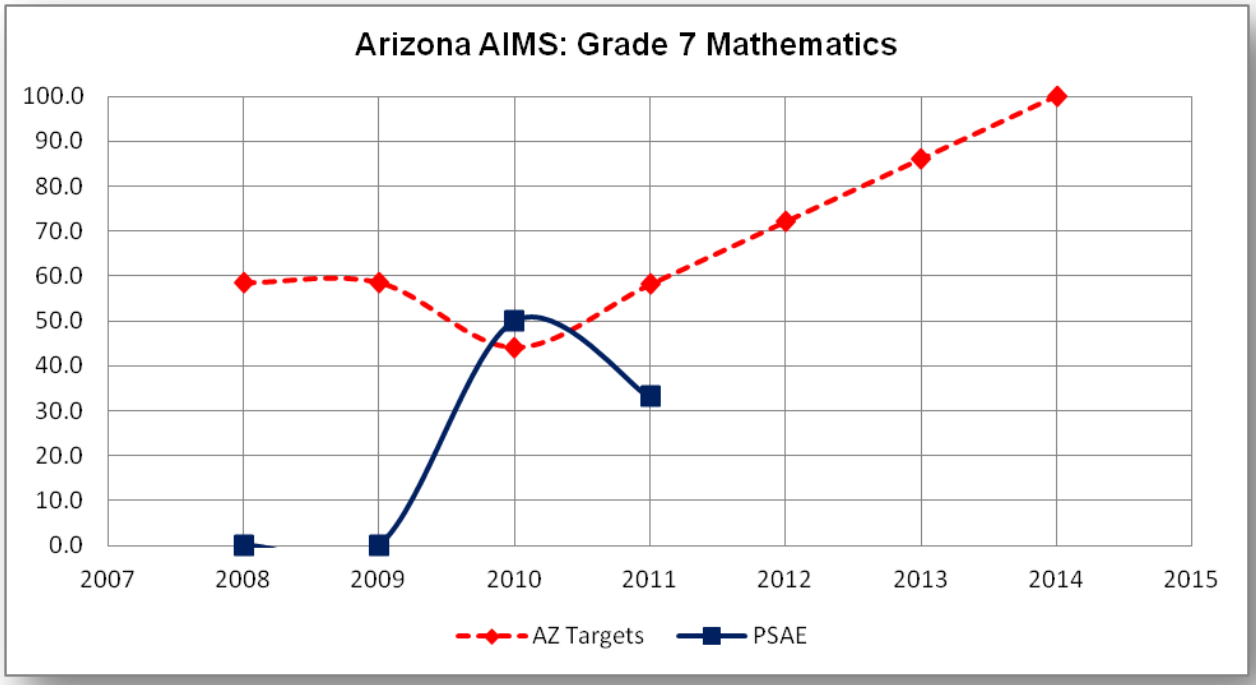
Graduation Rate Data

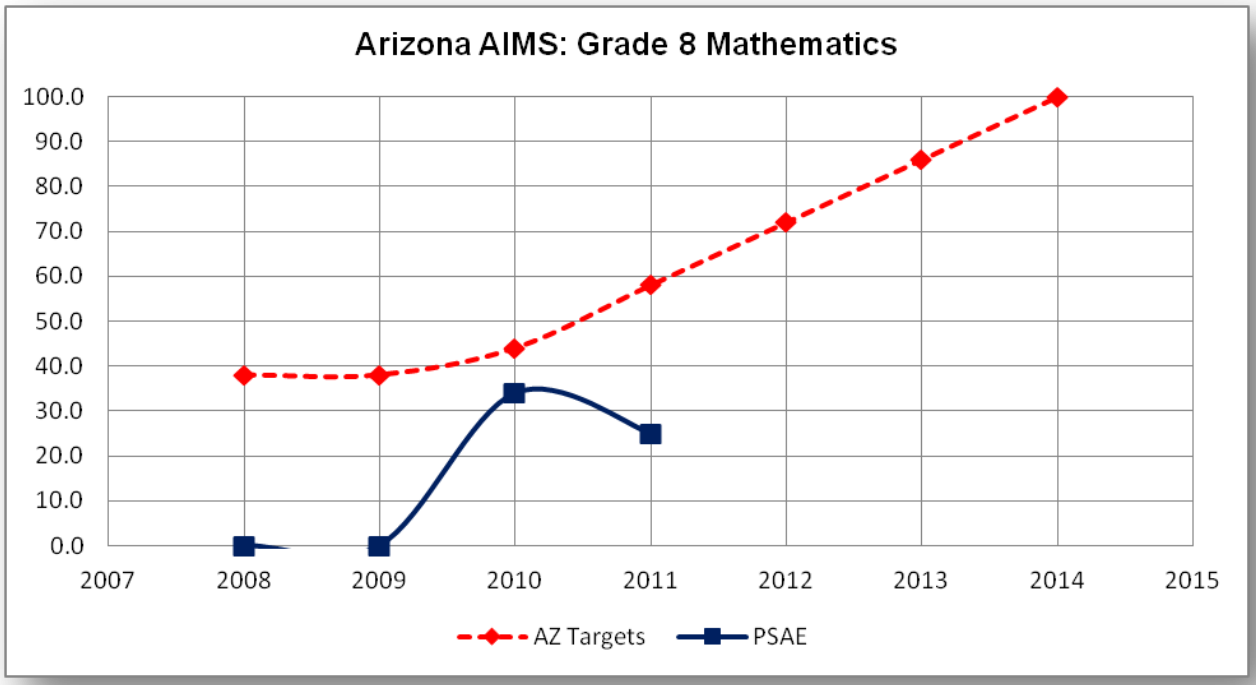


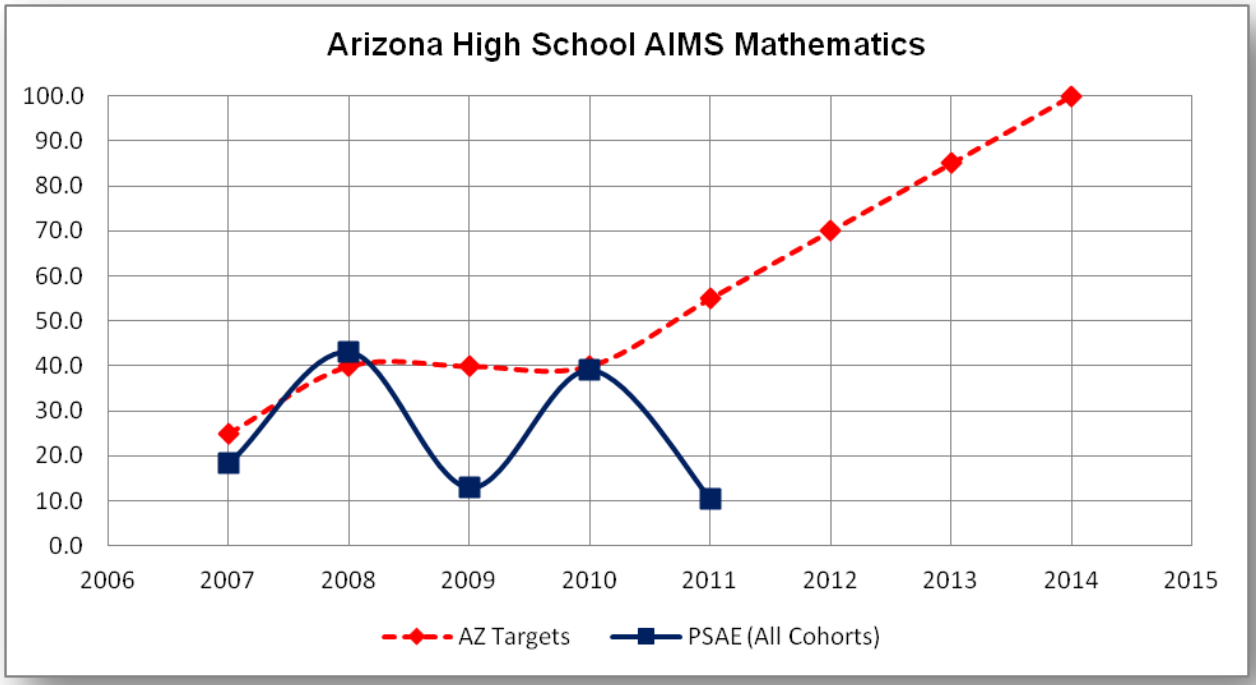
Attendance v. Absence Rate Data

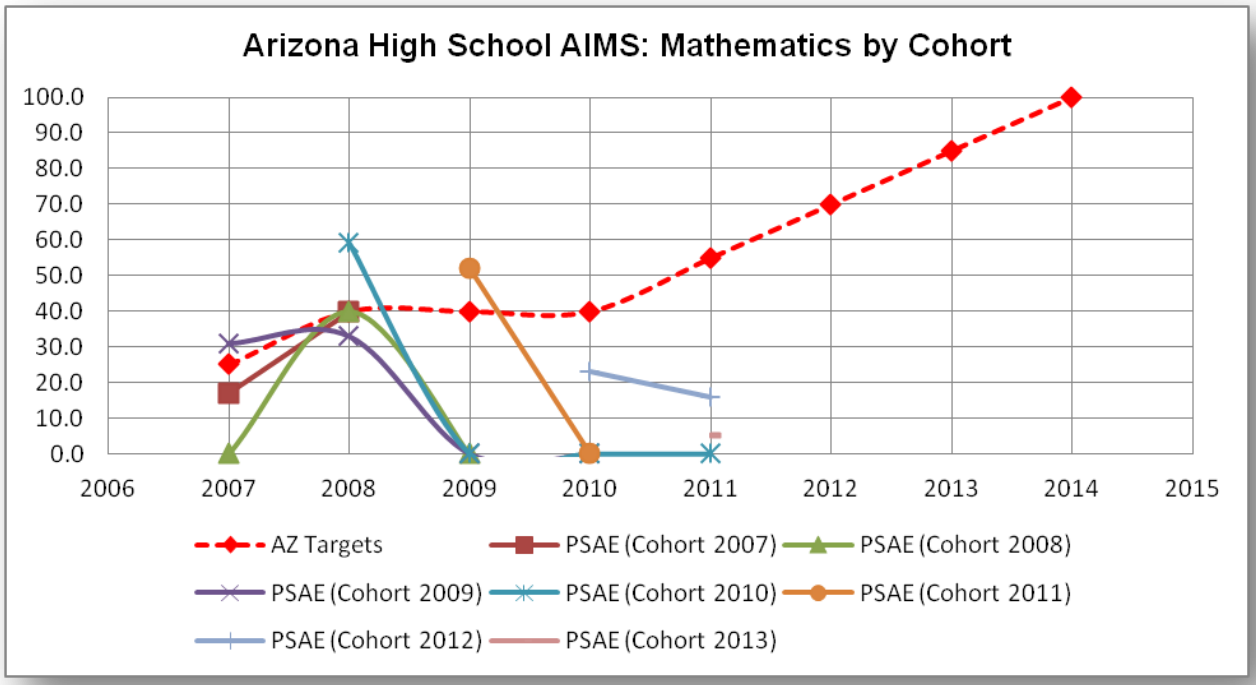


Arizona Annual Measurable Objects (AMO)

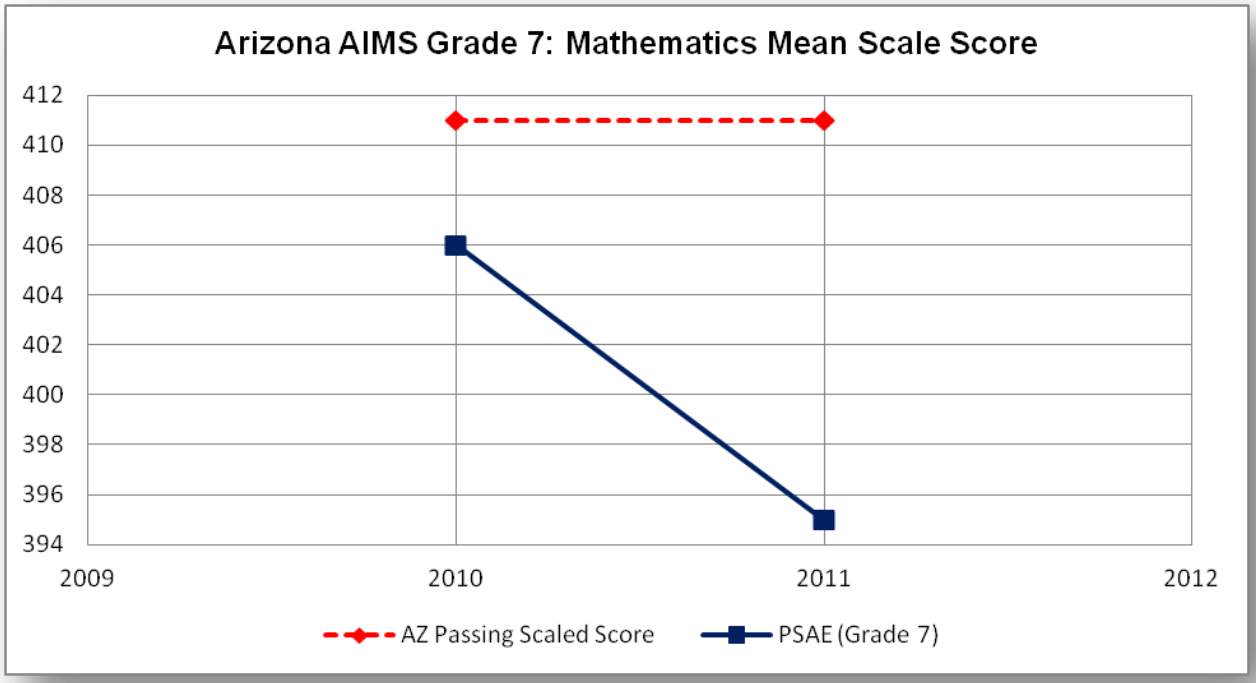


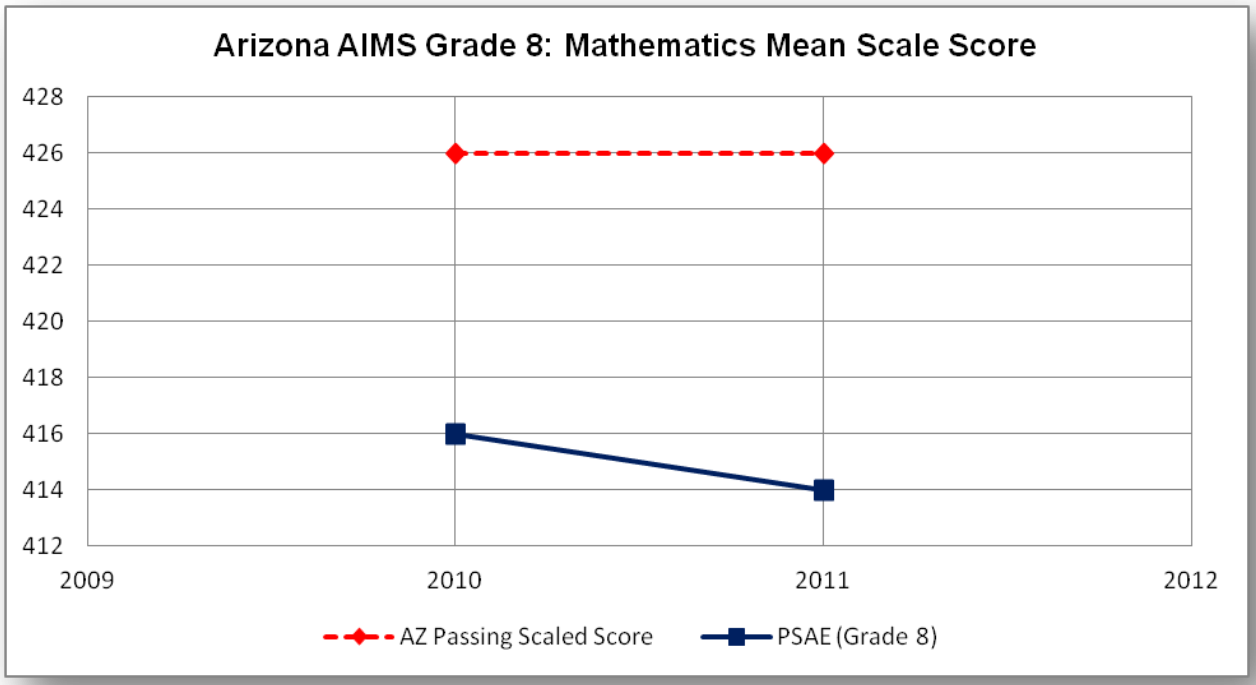


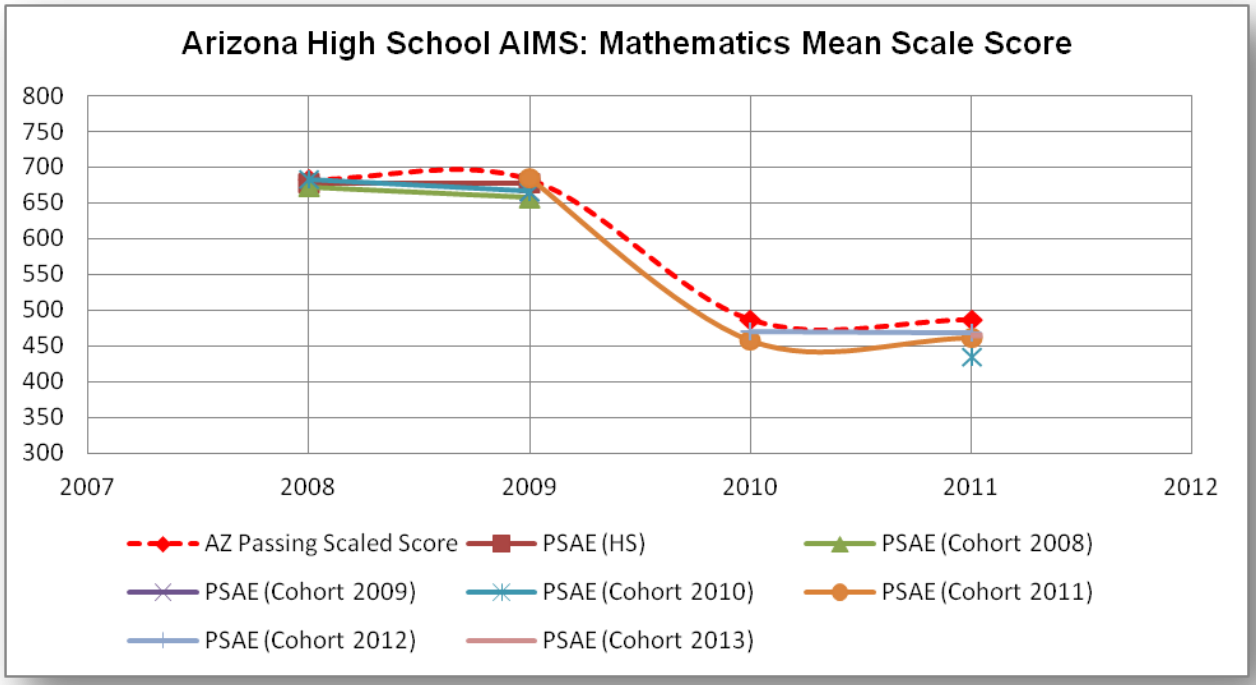

Arizona High School AIMS Mathematics
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
AZ Targets
PSAE (All Cohorts)

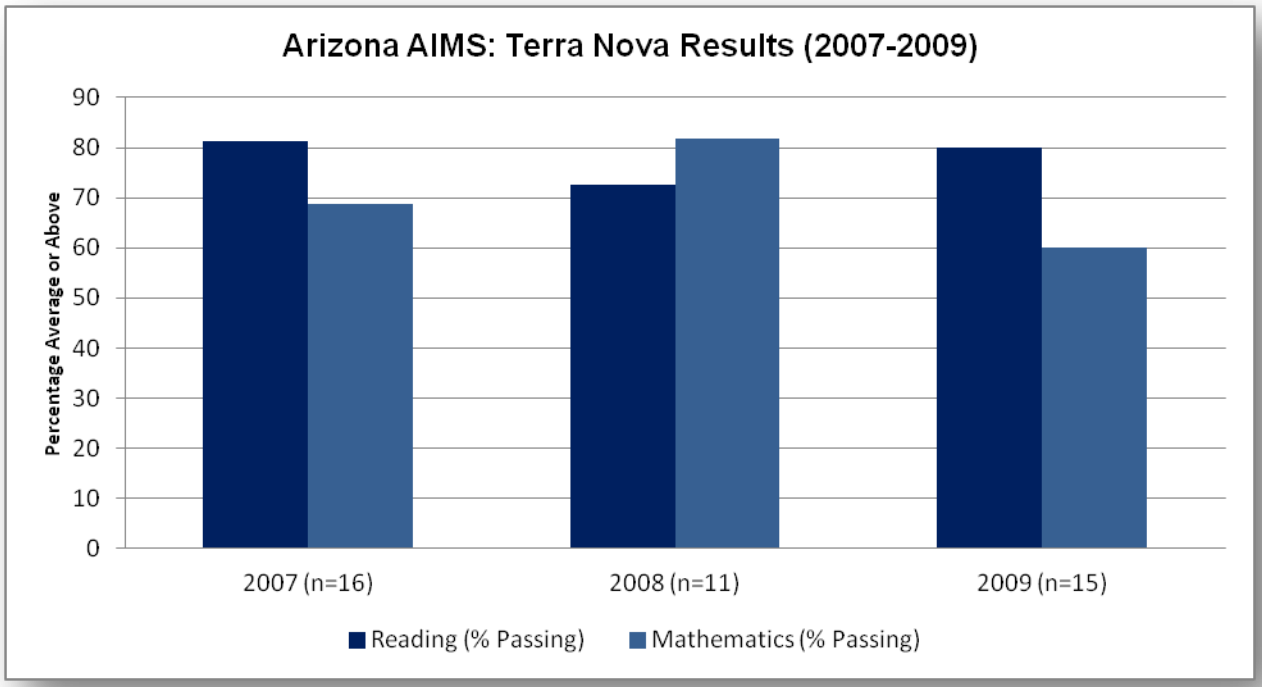

Arizona High School AIMS: Mathematics by Cohort
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
AZ Targets
PSAE (Cohort 2007)
PSAE (Cohort 2008)
PSAE (Cohort 2009)
PSAE (Cohort 2010)
PSAE (Cohort 2011)
PSAE (Cohort 2012)
PSAE (Cohort 2013)

AIMS Mathematics Mean Scale Scores






Arizona High School AIMS: Mathematics Mean Scale Score
800
750
700
650
600
550
500
450
400
350
300
2007
2008
2009
2010
2011
2012
AZ Passing Scaled Score
PSAE (HS)
PSAE (Cohort 2008)
PSAE (Cohort 2009)
PSAE (Cohort 2010)
PSAE (Cohort 2011)
PSAE (Cohort 2012)
PSAE (Cohort 2013)


Arizona AIMS: Terra Nova Results (2007-2009)
Percentage Average or Above
90
80
70
60
50
40
30
20
10
0
2007 (n=16)
2008 (n=11)
2009 (n=15)
Reading (% Passing)
Mathematics (% Passing)

Data Analysis Findings

Review and analysis of the mathematics assessment data for the past five years indicates a consistent pattern of unpredictability mostly based on the targeted alternative student population and the minimal sample size when reporting student assessment data. In many of the graphs there sets of data with a zero – most of these data points are due to no students in the cohort for the academic year or too few students to report the data.

Grades 7 & 8: After the review and analysis of AIMS assessment data from 2008-2011, the Phoenix School of Academic Excellence has identified the core contentment area of mathematics as a high priority for improvement. Data sets show students in grades 7 and 8 consistently score below the proficiency targets set for Annual Measurable Objectives, A and Adequate Levels of Performance.

AIMS/TerraNova data for 2007-2009 appears to be positive with a range of 60-80% of students scoring at the *Average* and *Above Average* brackets. However, the percentage of students scoring at the *Meets* or *Exceeds* levels in mathematics falls short of the state's targeted proficiency levels and in 2010 and 2011 the mean scale score at both grade levels was significantly lower that the state's mean scale score.

Although the student number *(n)* in both grades 7 and 8 does vary significantly from year-to-year, the culmination of historical data dictates that mathematics continue to be a high priority for comprehensive improvement.

High School Cohorts: The percentage of students by cohort group scoring at the *Meets* and *Exceeds* levels on the High School Mathematics AIMS assessment indicates that the small student population, alternative school designation and the decreasing number of students assessed *(n)* within a given cohort are all factors resulting in an inconclusive and inconsistent interpretation of assessment data.

During the first year of the High School Mathematics AIMS test in any given cohort group, a majority of students score at the *Meets* or *Exceeds* levels (grade 10). However, in subsequent years (grades 11 and 12) the remaining or newly enrolled students appear to struggle to meet the proficiency performance target. Because of the decreased number of students assessed *(n)* in grades 11 and 12 within a given cohort, the latter data sets indicate a poorer than normal result.

However, a review of the AIMS Mathematics mean scale score for high school shows a close parallel to the state's mean scale score. Nonetheless, there is concern regarding the Phoenix School of Academic Excellence's mathematics achievement data in grades 7-12. Future efforts to better track and disaggregate student assessment data and develop student-based growth plans with pretest, posttest and benchmark data should result in improved student academic growth and achievement.

Linking Findings with the PMP Plan

Based on the results of this review and analysis of existing data, increasing student mathematics achievement is a priority in the PMP action plan. Revisions and additions to the mathematics curriculum include expanding and prioritizing additional high quality instructional materials that are aligned and mapped to the current Mathematics Standards and the Common Core State

Standards. Increased access to student tutoring in mathematics, analysis of individual disaggregated assessment data in order to regularly adjust instruction, and ensuring the instructional staff is well trained and supported through professional development opportunities and administrative monitoring should prove to be effective action steps to increase mathematical achievement.

Lastly, an additional (1 FTE) highly qualified paraprofessional will be added for SY 2013 and another (0.5 FTE) for SY 2014 (total of 1.5 FTE) with the sole purpose of providing the instructional staff with mathematics support in implementing individualized growth plans, additional instructional support and the monitoring of overall student academic growth. The effectiveness of the increased instructional support shall be reevaluated after two years.

Summary of Action Steps:

- Make revisions to the mathematics curriculum through the review and transition to improved and expanded instructional and supplemental materials;
- Continuous monitoring on instructional alignment to both the Arizona Academic Standards and the Common Core State Standards – includes reviewing lesson plans on a regular basis and mapping the curriculum;
- Utilize the data review team to monitor both formal and informal assessment data on a regular basis (i.e. monthly/quarterly);
- Implement regular baseline and benchmark assessments utilizing existing resources or augmenting them with computer-assisted resources (i.e., Study Island, STAR Math); and
- Provide high quality professional development training and ongoing (sustained) support to teachers regarding the review and analysis of assessment data (both aggregated and disaggregated) to drive institutional improvement and adjust student instruction
- Add 1.5 FTE highly qualified paraprofessionals to the mathematics instructional team.

Improving Student Achievement: Reading

Providing and Implementing a Curriculum that Improves Student Achievement

The Phoenix School of Academic Excellence has invested in a variety and diversity of instructional resources to best meet the individual needs of its students. As a designated alternative school by the Arizona Department of Education, the Phoenix School of Academic Excellence recognizes the unique needs and levels of readiness of each student. Therefore, the following is a brief summary of the reading curriculum and instructional resources re-aligned and implemented in SY 2010/11 to improve and increase student academic achievement.

Instructional Program	Target Population	Targeted Conceptual Categories for Improvement
Prentice Hall Literature: ***Timeless Voices & Timeless Themes*** **Units 1-6**	Grades 7-12	**Reading Process** • Vocabulary • Fluency • Comprehension Strategies **Comprehending Literary Texts** • Elements of Literature • Historical and Cultural Aspects of Literature **Comprehending Informational Texts** • Expository Texts • Functional Texts • Persuasive Texts
Glencoe Literature: ***The Reader's Choice*** **Units 1-6** **Study Island Content Delivery System (CDS)** **Plato: Content Delivery System (CDS) & Learning Management System (LMS)**	Grades 7-12	**Reading Process** • Vocabulary • Fluency • Comprehension Strategies **Comprehending Literary Texts** • Elements of Literature • Historical and Cultural Aspects of Literature **Comprehending Informational Texts** • Expository Texts • Functional Texts • Persuasive Texts

Each school year Phoenix Academy of Academic Excellence staff reviews and evaluates the reading curriculum and supplemental resources as measured by the AIMS test results. Alignment and the mapping of the school's curriculum is an ongoing process and school staff works with the content providers and textbook publishers to monitor changes as result of the implementation of the Common Core State Standards unique to Arizona.

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needs of students who are below grade level expectations or who are struggling within the content area. The school's integration of the RTI program is addressed in more detail in the next section.

Based on the ongoing work of the data review team, which also serves as the North Central Accreditation team, recommendations have been made to enhance and better utilize existing reading instructional and supplemental materials beginning in the 2012/13 school year. The team's recommendations are expanding the use of the *Study Island* computer-based program for standards-based benchmark assessments in reading, supplemental reading instruction and remediation, and additional preparation for the AIMS Reading assessment.

Developing and Implementing a Plan for the Monitoring of the Integration of Arizona Academic Standards into Instruction & Transition to Common Core Standards

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Tier 2	Students not making adequate progress in the core reading curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.
Tier 3	Students receive individualized, intensive interventions that target the students' reading skill deficits for the remediation of existing problems and the prevention of more severe problems.

In order to meet the academic needs of students requiring Tier 1, 2 or 3 intervention strategies, classroom instructors will differentiate instruction based on the unique needs of the students and may utilize the Study Island and PLATO supplemental resources to assist students. The Phoenix School of Academic Excellence has contracted with *Back to Basics* to provide students in Tier 2 intervention with reading tutoring.

Developing and Implementing a Plan for Monitoring and Documenting Student Proficiency

Both formative and summative assessments are utilized by the Phoenix School of Academic Excellence as part of its comprehensive plan for monitoring and documenting student progress towards proficiency in reading based on the Arizona Reading Standards and Common Core State Standards. All instructional staff members continuously monitor and document a variety of assessment measures to determine if and when students have met the academic standards for proficiency.

Consistent with Arizona State Statutes and Arizona Department Education regulations and guidelines, the Phoenix School of Academic Excellence administers the AIMS and Stanford 10 (and previously TerraNova) assessments. These data sets are used by the by the Arizona Department of Education to make Adequate Yearly Progress (AYP) and AZ LEARNS determinations. Furthermore, this data is used by the Arizona State Board for Charter School to measure the school's Level of Academic Performance for monitoring and renewal purposes.

The school's instructional staff is provided the results of these assessments annually and are trained and supported in the analysis and disaggregation of the data by grade level, content

cluster and student. The following table is an overview of the school's formative and summative assessment program.

Student Proficiency Monitoring Assessments	
Formative Assessments	**Summative Assessments**
Teacher-lead guided practice and monitoring	Unit practice tests
Teacher observation of students	End-of-chapter tests
Student questioning	End-of-term exams
Student independent practice	AIMS Assessments
Homework assignments	Stanford 10 Assessments
Unit cumulative review	
Student note taking	
Student-developed study guides	
Quizzes	

Each summer, the school's stake holders, consisting of board members, administrators, instructors, staff and parents convene to review, analyze and disaggregate the data in order to set goals for improvement, make recommendation for curricular modifications and set professional development and instructor growth goals for the following year.

Developing and Implementing a Professional Development Plan

The primary purpose of the professional development program at the Phoenix School of Academic Excellence is to increase the overall effectiveness of all who are engaged in the teaching-learning process. Subsequently, each member of the professional staff must continue to develop his/her knowledge and skill to the maximum and the school must support and provide the opportunities for each professional staff member to participate.

The delivery of professional development opportunities is diverse and varied. Workshops, conferences, and in-service/pre-service trainings are a few examples of the professional growth opportunities available to school staff members to increase instructional and professional proficiency.

All Phoenix School of Academic Excellence instructional staff members are expected to pursue and participate in professional development activities which will enhance his/her knowledge and skill in the classroom.

In addition to pre-service training sessions at the beginning of each school year, instructional staff members are required to participate in various high quality professional development activities. Content and focus of these activities are driven by the prior year and longitudinal assessment data and priorities established by the school stakeholders. Staff members are encouraged to seek outside/independent high quality workshops and conferences provided they are aligned to the school's goals and support by data.

Past examples of site-based and outside professional development opportunities include: ADE AIMS assessment administration; *Reaching at Promise Students Association* conference; NCLB/AZ LEARNS Accountability workshops; Educating Homeless Children; National Conference on Differentiated Instruction; Teaching Geometry; Title I Programs & Compliance; and ADE AZELLA workshops.

Data Analysis Process

Each summer, Phoenix School of Academic Excellence staff members and other stakeholders conduct a review and analysis of various data sets in order to evaluate and modify instructional programs; analyze student achievement and academic growth; set comprehensive school improvement goals, identify professional development needs; and develop a budget.

Multiple data sets are used during this review and analysis. The table below lists some of the data sets used annually when analyzing student achievement, overall school effectiveness, management and governance, and fiscal responsibility and accountability.

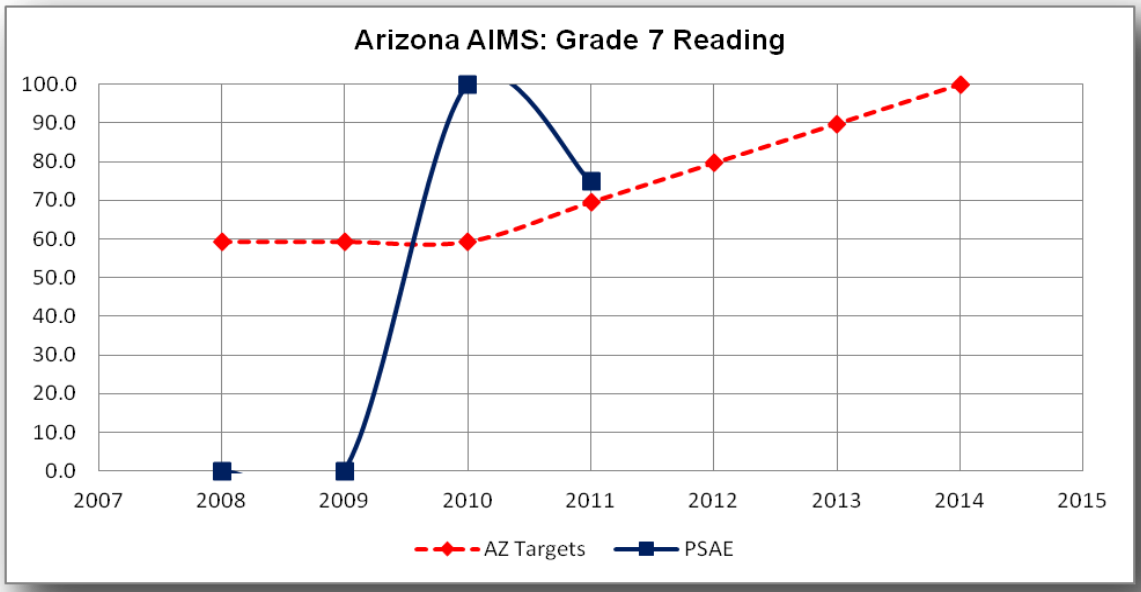
Data Sources for Analysis and Review	
Demographic Data	Student-Teacher Ratios Teacher Qualifications & Experience (HQT) Nation School Lunch Program Participation Rates School Improvement Status ESS Student Participation Rates & Categories ELL Student Participation Rates & Categories Student Gender Ratios Student Ethnicity Ratios Attendance/Absence Rates Graduation Rates
Assessment Data	Arizona AIMS Stanford 10 TerraNova ADE Adequate Yearly Progress (AYP) Measure of Academic Progress (MAP) A-F Accountability System AZ LEARNS
Local, State & Federal Reports	ADE SAIS AZ SAFE System ADE HQT Common Logon System
Fiscal & Audit Reports	ASBCS Annual Audit Report Annual M&O Budget Federal & State Grants Management Reports Federal & State Special Education Reports

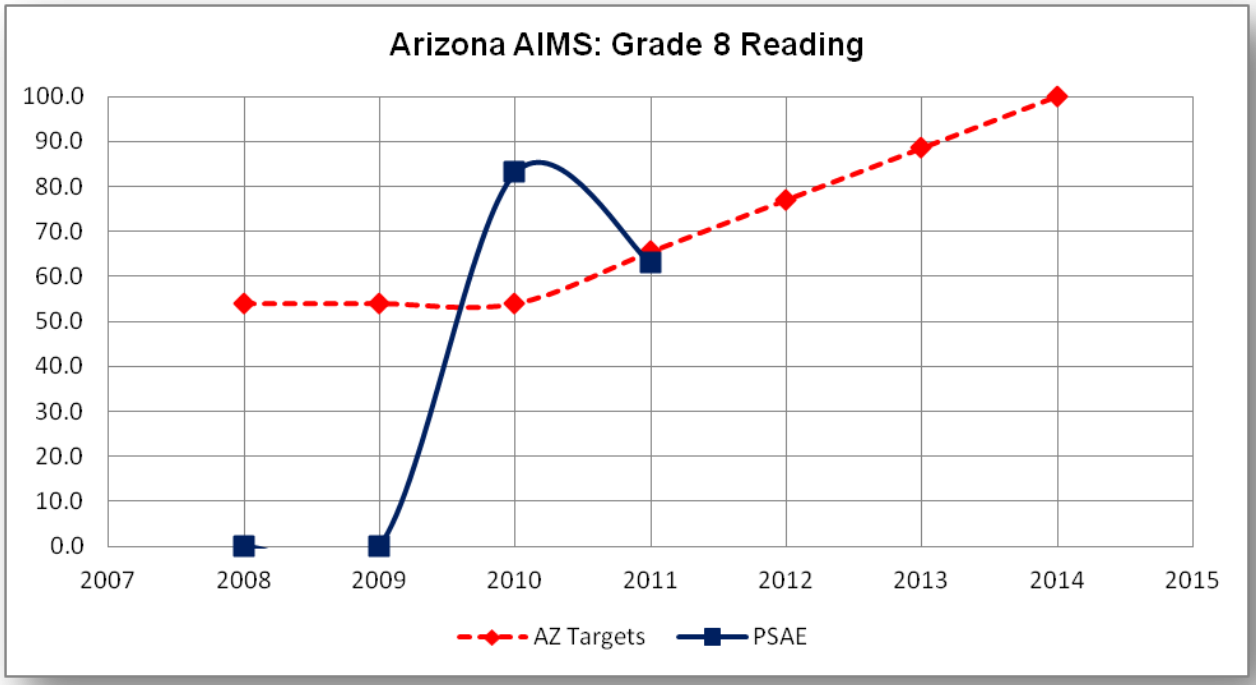
Phoenix School of Academic Excellence has begun the progress of analyzing and disaggregating student-level assessment data and creating student-growth goals based on existing student assessment data. Previous attempts of assessment data analysis proved to be challenging due the nature of the school's student population (alternative school status) and small cohort data set population.

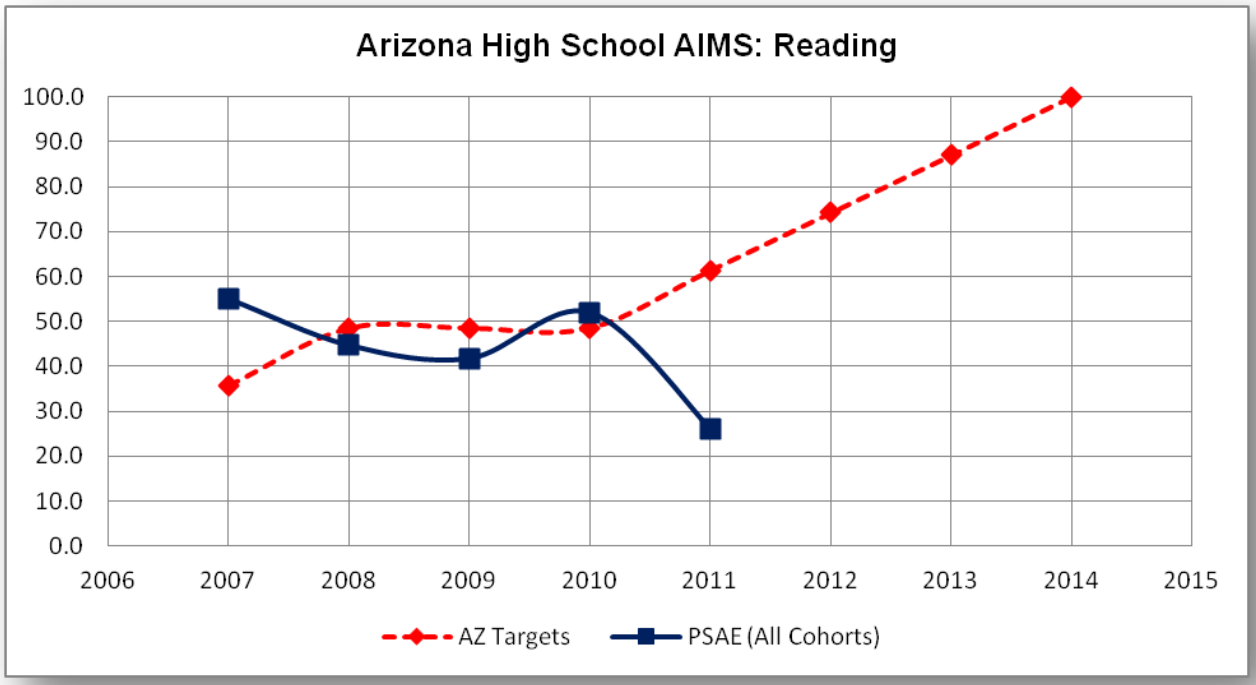
Analyzing Relevant Student Achievement Data

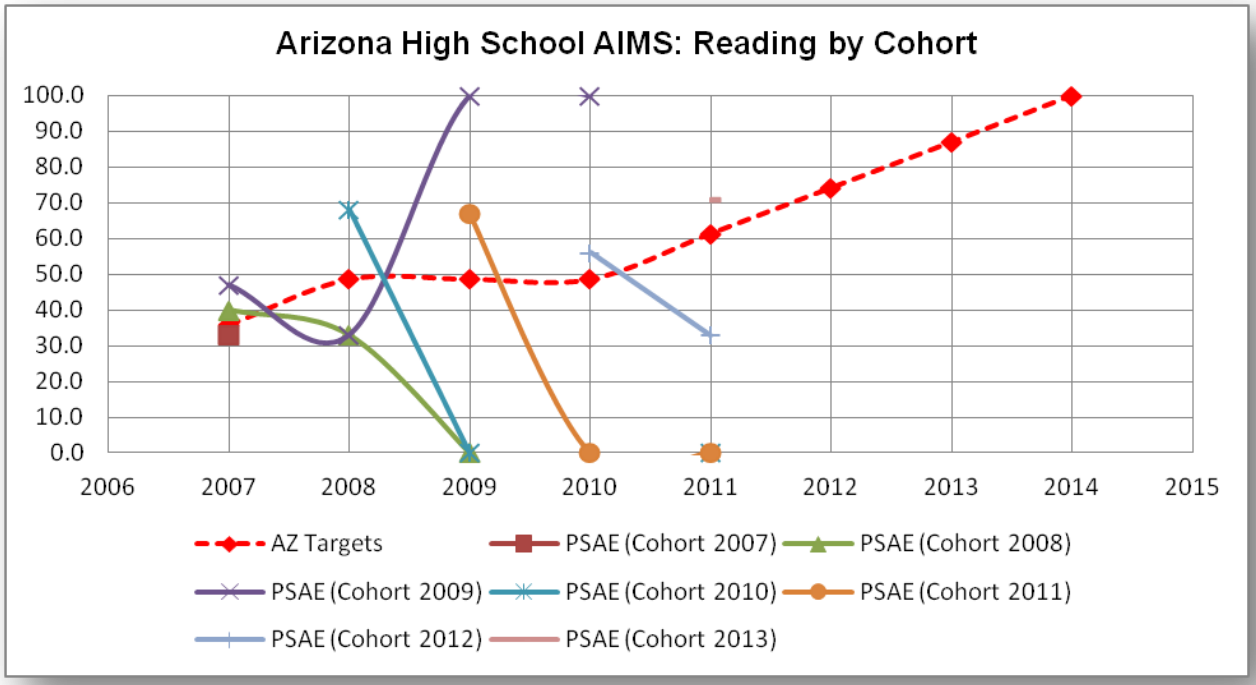
The following data sets (tables, graphs and charts) are illustrative of student assessment and demographic data over time (emphasis was placed on data over the past five years).

Arizona Annual Measurable Objects (AMO)

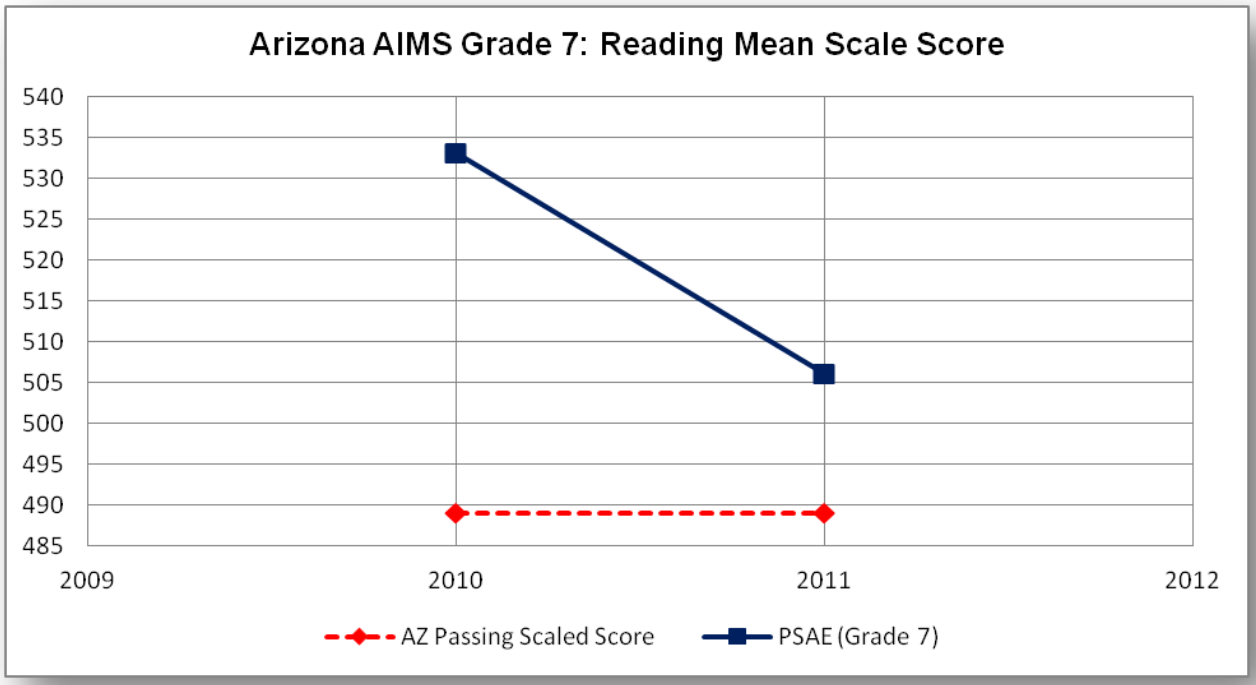


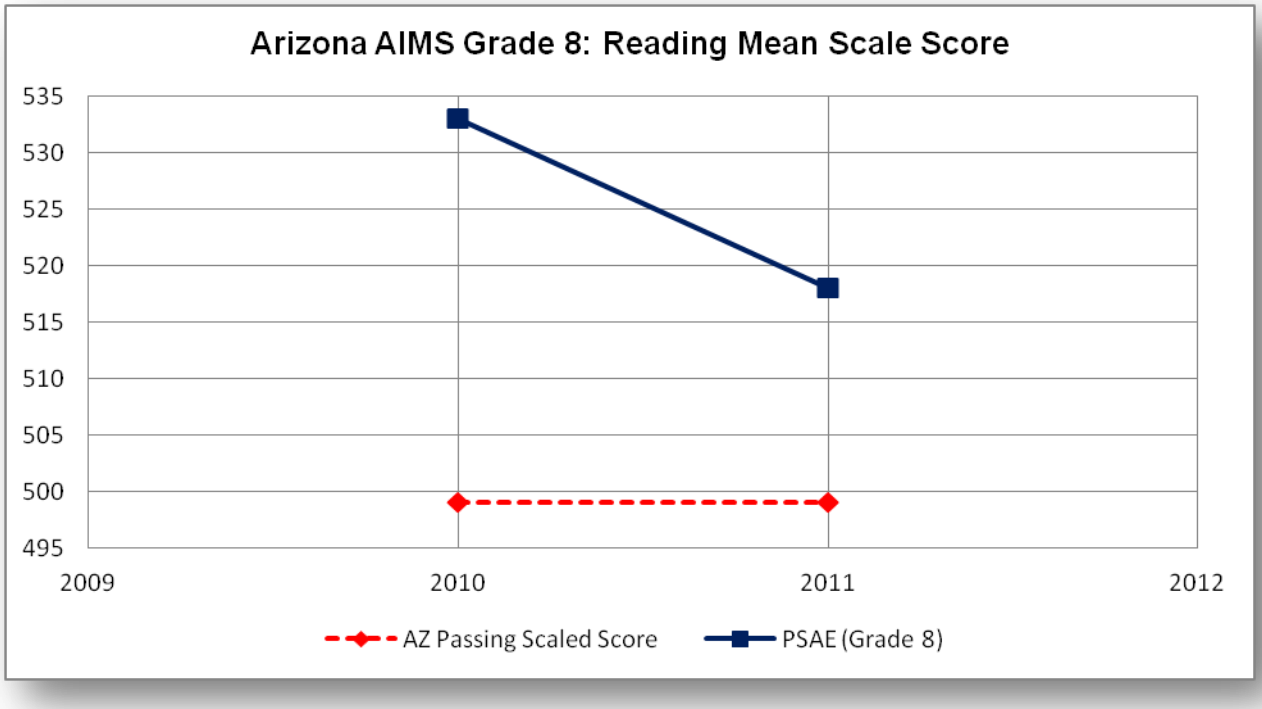

Arizona AIMS: Grade 8 Reading
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
2007
2008
2009
2010
2011
2012
2013
2014
2015
AZ Targets
PSAE

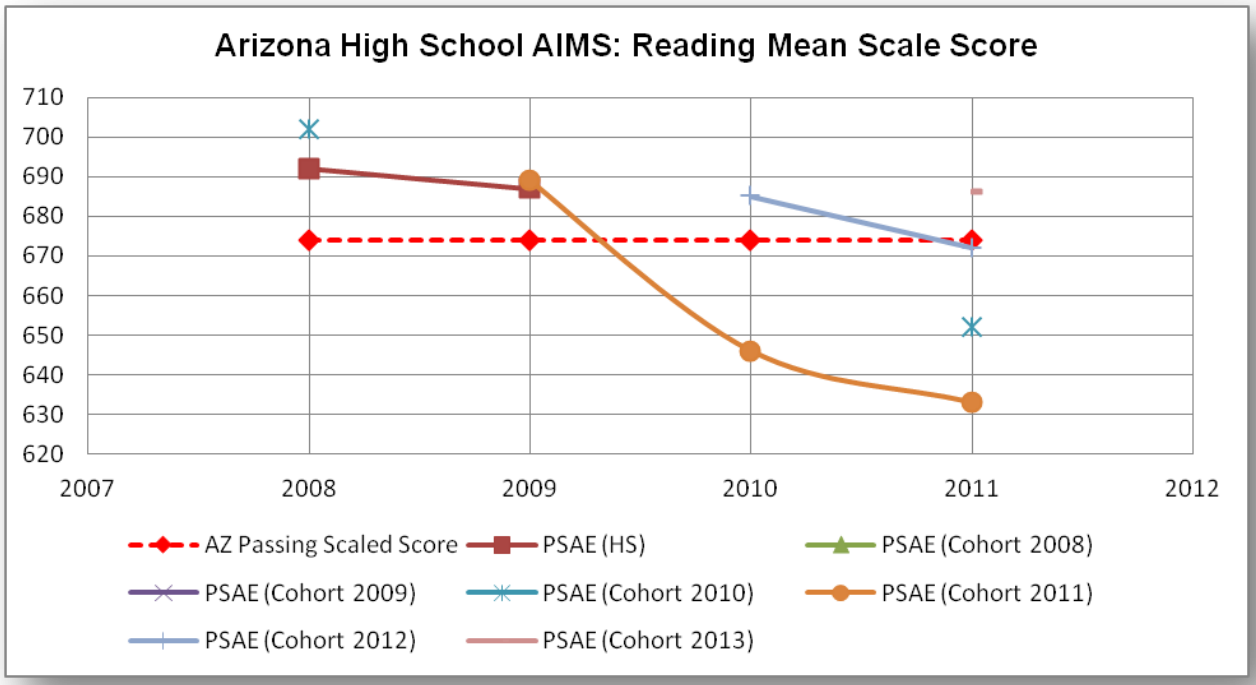

Arizona High School AIMS: Reading
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
AZ Targets
PSAE (All Cohorts)

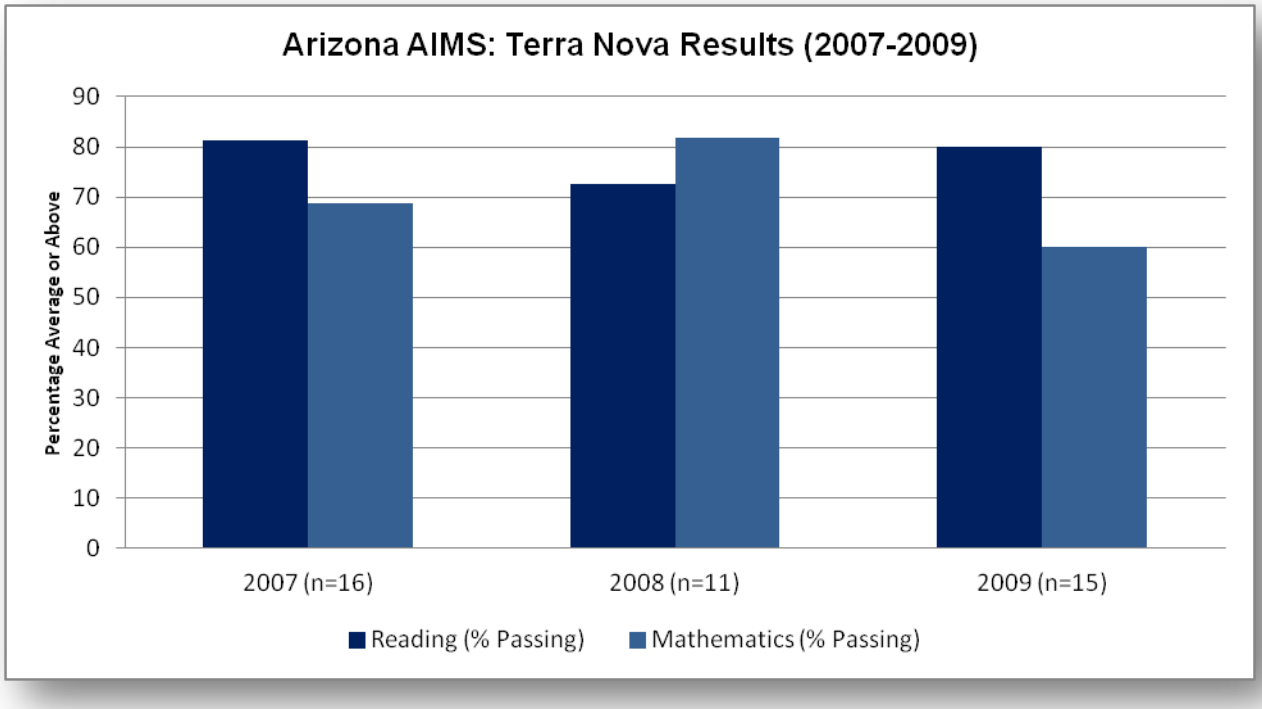


AIMS Reading Mean Scale Scores




Arizona AIMS Grade 8: Reading Mean Scale Score
535
530
525
520
515
510
505
500
495
2009
2010
2011
2012
AZ Passing Scaled Score
PSAE (Grade 8)


Arizona High School AIMS: Reading Mean Scale Score
710
700
690
680
670
660
650
640
630
620
2007
2008
2009
2010
2011
2012
AZ Passing Scaled Score
PSAE (HS)
PSAE (Cohort 2008)
PSAE (Cohort 2009)
PSAE (Cohort 2010)
PSAE (Cohort 2011)
PSAE (Cohort 2012)
PSAE (Cohort 2013)



Data Analysis Findings

Review and analysis of the reading assessment data for the past five years indicates a more positive outlook than the data reviewed in mathematics. Nonetheless, it should be mentioned that in many of the graphs there sets of data with a zero – most of these data points are due to no students in the cohort for the academic year or too few students to report the data.

Grades 7 & 8: After the review and analysis of AIMS Reading assessment data from 2008-2011, the Phoenix School of Academic Excellence has identified the core contentment area of reading as an area for ongoing monitoring and improvement. In 2010 and 2011, assessment results for grades 7 and 8 demonstrate the school's mean scale score was significantly higher than the state's. However, because there is only two years of reportable data, this area should be monitored closely and included in the PMP action plan.

AIMS/TerraNova Reading data for 2007-2009 appears to be positive with an average of approximately 80% of the student assessed scoring at the *Average* or *Above Average* levels. The percentage of students scoring at the *Meets* or *Exceeds* levels in reading is more closely aligned and consistent with the state's proficiency targets. Although with the acceptable range, both the grade 7 and 8 reading scores dropped in 2011 and warrant close monitoring and inclusion in the PMP action plan.

High School Cohorts: The percentage of students by cohort group scoring at the *Meets* and *Exceeds* levels on the High School Reading AIMS assessment indicates that the small student population, alternative school designation and the decreasing number of students assessed *(n)* within a given cohort are all factors justifying a cautious interpretation of the reading assessment data.

During the first year of the High School Reading AIMS test in any given cohort group, a majority of students score at the *Meets* or *Exceeds* levels (grade 10). However, in subsequent years (grades 11 and 12) the remaining or newly enrolled students appear to struggle slightly with meeting the proficiency performance target. Because of the decreased number of students assessed *(n)* in grades 11 and 12 within a given cohort, the latter data sets indicate a drop in proficiency attainment.

A review of the AIMS Reading mean scale score for high school shows a higher mean scale score in the initial year of the assessment (grade 10) when compared to the state's mean scale score. Nonetheless, there is a need to monitor and perform more detailed analyses of disaggregated reading assessment data. Future efforts to better track and disaggregate student assessment data and develop student-based growth plans with pretest, posttest and benchmark data should result in improved student academic growth and achievement.

Linking Findings with the PMP Plan

Based on the results of this review and analysis of existing data, monitoring and increasing student reading achievement is a priority in the PMP action plan. Revisions to the reading curriculum include reutilizing and prioritizing high quality instructional materials that are aligned and mapped to the current Reading Standards and the Common Core State Standards. Increased access to student tutoring in reading, analysis of individual disaggregated assessment data in order to regularly adjust instruction, and ensuring the instructional staff is well trained and supported through professional development opportunities and administrative monitoring should prove to be effective action steps to increase reading achievement.

Lastly, an additional (1 FTE) highly qualified paraprofessional will be added for SY 2013 and another (0.5 FTE) for SY 2014 (total of 1.5 FTE) with the sole purpose of providing the instructional staff with reading support in implementing individualized growth plans, additional instructional support and the monitoring of overall student academic growth. The effectiveness of the increased instructional support shall be reevaluated after two years.

Summary of Action Steps:

- Make revisions to the Reading curriculum through the review and monitoring of instructional and supplemental materials;
- Continuous monitoring on instructional alignment to both the Arizona Academic Standards and the Common Core State Standards – includes reviewing lesson plans on a regular basis and mapping the curriculum;
- Utilize the data review team to monitor both formal and informal assessment data on a regular basis (i.e. monthly/quarterly);
- Implement regular baseline and benchmark assessments utilizing existing resources or augmenting them with computer-assisted resources; and
- Provide high quality professional development training and ongoing (sustained) support to teachers regarding the review and analysis of assessment data (both aggregated and disaggregated) to drive institutional improvement and adjust student instruction.
- Add 1.5 FTE highly qualified paraprofessionals to the reading instructional team.