A.5 PERFORMANCE MANAGEMENT PLAN

MATH NARRATIVE

The Southwest Leadership Academy Performance Management Plan will be a valuable tool for guiding the work of the school and monitoring student learning and school effectiveness.

Student proficiency rates in all high schools withinfive miles surrounding SLA were recorded and averaged to determine the predicted baseline for students who scored proficient on the state standardized tests. For math, the average was approximately 29%. To determine the Student Growth Percentile (SGP) on the state standardized assessment, SLA leadership reviewed the A-F scores and growth points of seven high schools located within 5 miles of SLA. There were no grades for all the schools, as charter schools and alternative schools have not been included in the school grading/evaluation process yet. Although the growth pointsdata for each school combines the median growth percentile and the average growth percentile of students in the bottom 25% and includes both math and reading performance, the growth pointsinformation provided the most accurate comparative data for our target population in neighboring schools. The growth points were averaged to determine a median SGP on the management plan: 53%

High School Proficiency Scores and Growth Points Within 5 Miles of SLA

School Name	Math % Passing	Growth Score
Alhambra High School	34	43
Career Success High School - Main Campus	5	*
Career Success Jr/Sr High School - Woods Campus	14	*
Carl Hayden High School	34	45
Franklin Police and Fire High School	51	69
Maryvale High School	38	50
Metro Tech High School	58	59
Mission Academy High School	9	*
RCB Medical Arts Academy	10	44
South Ridge High School	49	60
West Phoenix High School	13	*
Averages:	29	53

Processes for Analyzing Data and Revising the PMP

Processes for updating and implementing the action steps based upon data analysis are embedded in the math PMP. In each Strategy, SLA has included an action step that outlines what data should be analyzed and how that analysis should be used to revise and refine the PMP. In math,these steps are: Strategy I, steps 18, 19 and 21; Strategy II, step 11;Strategy III, step 15; and Strategy IV, step 28.

In order to monitor the implementation of each action step, each quarter the Principal will present the status of the action steps, in addition to the outcomes of the completed steps and their ultimate effectiveness, to the SLA Board. This quarterly Management Plan Report will present the following data for each strategy as it becomes available:

Strategy	**Data to Monitor Effectiveness of Strategies**	**Person Responsible for Data Collection**
Strategy 1: Provide and implement a curriculum that improves student achievement.	1. Curriculum Map Rubric Self-Evaluations from Principal and Teacher Self-Assessments 2. Curriculum Map Rubric Scores from ROP Educators from other sites, collected during CQI process 3. End-of-unit and quarterly summative assessment results 4. PLC notes and agendas	Principal: Data Source 2 Instructional Leader: Data Sources 1, 3 & 4
Strategy 2: Develop and implement a plan for monitoring the integration of the AZ Academic Standards into instruction.	• Data from observational protocols • Formal Staff Evaluation results • End-of-unit and quarterly summative assessment results	Principal: Data source 2 Instructional Leader: Data Source 1 and 3
Strategy 3: Develop and implement a plan for monitoring and documenting student proficiency.	• School assessment data: MAP, *READ 180*, *Catch Up Math*, end-of-unit and quarterly summative assessments • AZELLA data • State assessment data: Stanford 10, AIMS, AIMS-A	Principal: Data Source 3 Instruction Leader: Data Source 1 & 2 Counselor: Data Source 1
Strategy 4: Develop and implement a professional development plan that supports effective implementation of the curriculum.	• Monthly "Data in a Day" results • Formal teacher evaluations • Results from Professional Development Surveys completed by Teachers	Principal: Data sources 1, 2 & 3

After the first year, the Principal will revise the Performance Management Plan and will present the updated 2014-2015 Performance Management Plan to the Board for approval.

In addition, the Principal will also be responsible for presenting four written reports to the SLA Board which will include a summary and a final analysis of the data as documented in the Performance Management Plan. These reports provide an additional monitoring process for analyzing the effectiveness of action steps and the overall management plan and will inform the revision process for the Management Plan for the following year.

The topics are as follows:

- *RtI Procedures and Effectiveness*
- *Staff Development Plan and Effectiveness*
- *The Curriculum and Assessment Results and Analysis*
- *Continuous Quality Improvement (CQI) Results and Action Steps*

The first three reports listed above will be completed during the summer after students have completed the academic year.

Additional Accountability and Fidelity Measures

Rite of Passage, our CMO, utilizes additional accountability measures in all of its schools to ensure that each one remains true to its mission, vision and Program of Instruction and is committed to student achievement. One of these accountability measures is the Continuous Quality Improvement (*CQI)*process.The CQI is a Rite of Passage initiative during which educators and administrators from other ROP schools conduct a qualitative evaluation of the site. This process includes classroom observations and feedback regarding lesson delivery and instruction, evaluation of curriculum maps, assessments and assessment data, and monitoring of fidelity to school and company initiatives.For example, these ROP educators will observe classrooms using an observational protocol to record use of research-based instructional strategies, SIOP, RtI interventions, reading strategies in the content areas and culturally relevant pedagogy. Observation data, termed "Data in a Day," will then be reported back to SLA staff to promote reflection and growth.*Continuous Quality Improvement: Results and Action Steps* will be presented to the teachers and board members during an oral debriefing by the CQI evaluators after the evaluative process is completed.

Throughout the year, Rite of Passage also tracks multiple points of data called Key Performance Indicators at all of its schools. These indicators include tracking of MAP assessment RIT scores, state assessment proficiency data, number of students graduating each year, and number of students who continue on to college or employment after graduation. These outcomes are an additional means of monitoring school performance for the company and other SLA stakeholders.