The Charter Foundation Performance Management Plan Narrative

The Charter Foundation Performance Management Plan incorporates the People, programs and processes for all five of the organization's schools. These strategies and actions are designed to support The Charter Foundation's (AmeriSchools) mission and return all facilities to high status, high growth performance, meeting and exceeding the ASBCS academic and student growth expectations.

The Charter Foundation is dedicated to foster academic excellence through individualized instruction of a core curriculum supported by enrichment and acceleration. To accomplish this mission, the over-arching goal is to teach cognitive and valuing skills through an integrated curriculum by utilizing multiage alternatives for instructions. This academically rigorous, college preparatory program is designed to stimulate students to develop their full academic, social and creative potential.

State Charter School data available for 2010 ranks the three K-8 schools at Performing Plus, and the 9-12 Amerischools College Preparatory Academy as Excelling.

The Process:

Amerischoolsprovides personalized instruction to students taking them from their current assessed skill level and moving them forward. This has been fostered in a learning environment that seeks to work with children in an academic setting that also meets their social and developmental needs. In order to do this The Charter Foundation reviews assessment data at an LEA, school campus and individual student level.

The LEA uses skill-based placement assessments at the beginning of each academic year. These assessments provide a baseline for each student as well as help the staff place students in appropriate skill level groups for instruction. They are also used at the end of year to assess progress and inform instructional planning. These assessments include a 3-Minute Reading Fluency and Comprehension assessment, a diagnostic math assessment, and a writing sample (graded on a writing rubric). Additional assessments are available and used by individual schools and teachers including: Scholastic Reading Placement, Grey Oral Reading Assessment, Dolch reading vocabulary, spelling assessment, Core Phonics Assessment and Curriculum Associates STARS and CARS Assessments for math and reading. The Yuma South and North Campus are piloting the ACUITY system this year. That system will allow for tiered assessments for placement, instruction, and provide predictive data for passing AIMS. Following instructional placement, each student takes skill-level assessments at the end of each trimester. These assessments are used to measure student progress, identify students in need of instructional intervention and/or enrichment, and to monitor progress of students as they move through the curriculum. These formative assessments are reviewed by the instructional teams during collaborative planning time and the data collected is used to plan instruction and instructional intervention or support. At the semester, each principal is asked to review the skill

(grade) level assessment results with the Assistant Superintendent of Instruction. During this meeting principals share individual student progress, schedules for supplemental instruction and classroom interventions. Principals share their observations and plans for continued supervision of instruction.

When AIMS results become available in June, the LEA administration reviews both the LEA level and campus level achievement scores. These scores are compared by cohort class at each campus across the LEA as well as following a cohort from one year to the next academic year, looking for adequate yearly growth per cohort and comparing results between student populations in the state. Scores are compiled and distributed to the campus principals. The campus principals review the scores by class, by subject area, by strand and by student, looking for instructional trends and gaps and individual student progress.

Charter School data available for 2010 ranks the three K-8 schools at Performing Plus, and the 9-12 Amerischools College Preparatory Academy as Excelling. In 2010, three schools presented anomalies. The Camelback campus attained the same 47% percent passing as the state in math. The Country Club campus fell below the state SGA threshold in reading. Amerischools College Preparatory Academy math scores feel under the state average percent passing. Amrischools College Preparatory Academy AIM's scores in math exceed the standards and near 90% for graduating seniors.

Data Analysis and Findings:

The small numbers tested at each grade level can have significant impact on the school's scores. As an example, in 2011 at the Country Club Campus in the 6th grade cohort of 27 students had 4 students identified as Special Education Students with IEPs (3 were new students to AmeriSchools). As part of the IEP assessments and goals, 3 students were scheduled into the grade level 5 instructional group. They were tested at the 6th grade level as required by NCLB – to be tested at grade level of placement. Of the two students who Fell Far Below the standard on 6th grade math – both were Special Education students. Of the same 6th grade cohort another 14 students scored in the Approaching the Standards range. Of these 14 students – 5 were enrolled at AmeriSchools for the first time. This certainly has a statistically significant impact on the school's scores. When the Instructional Team examined at individual student scores, 4 of the students who had been with AmeriSchools had moved up a category. The ability to look at individual student scores and skills is the focus of providing personalized instruction.

The LEA review of scoreshas led to programmatic changes. The instructional leadership was able to do active research at each campus and identified, especially in math, that many students could accurately compute problems in isolation; however, they lacked a deeper understanding of the patterns and concepts of math and could not explain why they did what they did in math. They could remember a rule- but attempted math like following a recipe. This was reflected in achievement scores as students moved past the more concrete levels of math K-3. It was noted that math scores in "trouble spots" were focused in grades 5-8. These scores were more likely to be below the Arizona state average and students were not improving at the expected rate. Based on interventions that were not reflected in student scores, the Instructional Leadership Team conducted research and found a program, Carnegie Math, a blended math program specifically

designed for middle school grades 6-8. The program was implemented this fall at the Tucson and Phoenix K-8 campuses. The staff expects to see some upwards trend in scores as students gain deeper understanding of math concepts and problem solving. The LEA Instructional Leadership uses a combination of formative assessments, diagnostic assessments, and summative assessments like AIMS scores to plan curriculum and provide support to both teachers and students.

This level of personalization is also apparent at the high school level. Practicing open enrollment, students entering 9th grade come in with different experiences and skill levels. The majority of high school students fall into the category of At-Risk. ACPA has long been committed to ensuring that students are college ready when they graduate. When reviewing a history of their student achievement scores, one notes a measurable improvement from 10 grade scores to the final percentage of students meeting and exceeding the standards by their senior year and graduation. Many students entering in 9th and 10th grade come with AIMS scores FFB especially in math. Students are assessed and placed in appropriate instructional groups and provided with additional tutorials to build confidence and success while addressing gaps in skills. ACPA requires 4 years of math as part of their college preparatory curriculum. In 2011 only 38% of 10th graders met or exceeded the standard in math on their first attempt. Historically, by the time students reach 12th grade passing rates of combined cohort groups are typically in the 90%.

Each summer the LEA sponsors a multi-day Administrative Retreat. During these retreats principals are required to provide a summary report on student achievement scores, and instructional plans are in place for the upcoming year. The Assistant Superintendent of Instruction provides a summary of LEA level data, comparison scores and cohort annual progress. All data is provided to the Superintendent for delivery to the Governing Board.

The principal of AmeriSchools College Prep Academy, was the lead principal who scheduled and conducted principal meetings during the academic year. Three meetings were scheduled throughout the year to provide principals with training on how to mine their data and how to use the data to inform instruction and planning. The principals used this time to work collaboratively at the LEA level using LEA level data and campus level data to plan professional development with staff, content level instruction and set academic goals.

The Charter Foundation's Performance Management Plan enables the district and each campus to better focus actions and activities with the added value of having additional support staff available for direct student intervention, supporting teachers and administration in analysis of data based on student performance needs.

The data below represents the District AIMS and SGA results for each school and a goal for each measurement criteria for the PMP time span. The goals are subject to change, should the state standards change or scores significantly change on a state level.

Math Percent Passing

School	2006	2007	2008	2009	2010	State 2010	Goal 11-12
Yuma	72%	71%	74%	77%	70%	**59%**	73%
Camelback	55%	56%	63%	55%	47%	**47%**	55%
Country Club	63%	67%	76%	73%	49%	**47%**	66%
ACPA	74%	73%	56%	74%	41%	**47%**	64%

Reading Percent Passing

School	2006	2007	2008	2009	2010	State 2010	Goal 11-12
Yuma	75%	68%	74%	72%	82%	**73%**	74%
Camelback	60%	57%	63%	67%	72%	**69%**	72%
Country Club	69%	69%	81%	78%	77%	**69%**	75%
ACPA	79%	93%	85%	89%	90%	**69%**	87%

Math SGA Median

School	2006	2007	2008	2009	2010	State 2010	Goal 11-12
Yuma	55.5%	45.5%	44.5%	50.0%	69.5%	**49.0%**	53%
Camelback	52.5%	54.5%	39.0%	43.0%	53.0%	**47.5%**	48%
Country Club	49.5%	49.0%	47.0%	46.5%	32.5%	**42.5%**	45%
ACPA	56.0%	52.0%	45.0%	48.0%	31.0%	**42.5%**	46%

Reading SGA Median

School	2006	2007	2008	2009	2010	State 2010	Goal 11-12
Yuma	46.0%	34.0%	48.5%	58.0%	65.5%	**47.5%**	50%
Camelback	53.0%	42.0%	43.0%	48.0%	51.5%	**47.5%**	48%
Country Club	52.5%	45.0%	55.0%	40.0%	38.5%	**47.5%**	48%
ACPA	58.0%	70.0%	61.0%	75.0%	46.5%	**47.5%**	62%

Below is a chronology of programs and staff development activities for the District as part of PMP for 2011-2012.

Programs: Curricular and Instructional

2011-2012

- ACPA(10733):Tom Clark Algebra implemented school-wide
- ACPA(10733):GIZMO interactive science/math curriculum implemented school-wide as part of the daily math review
- ACPA(10733):Adding a math interventionist to support program and student efforts.
- Country Club(79296): Word Walls to increase academic vocabulary across the curriculum.
- Country Club(79296): Carnegie Middle School Math program implemented

- Country Club(79296): Full-time Math Interventionist. Reading Specialist Position and Math Intervention Teacher Positions were established to provide direct instruction services to students
- Country Club(79296):MATHia online student support tutorial for Grades 6-8
- Camelback (6063): Carnegie Middle School Math program implemented
- Camelback (6063):MATHia online student support tutorial for Grades 6-8
- Camelback (6063):Year 3 of SuperKids Implementation at CB – becomes the center of language arts instruction K-2 and all staff have been trained.
- Yuma (78904);piloting the ACUITY system.
- Camelback (6063): Full-time Math Interventionist. Reading Specialist Position and Math Intervention Teacher Positions were established to provide direct instruction services to students
- All Campuses: Staff members are given an "updated"copy of grade level state standards. Staff use the resource guides to align lessons to state standards.
- All Campuses: Summer Skills Camps were implemented at each campus and students identified received instruction in reading and math for one month.

People and Professional Development

- Continued integration of Common Core Standards and State Standards updated and reviewed.
- School-wide retraining in Meta-Cognitive strategies for teaching reading K-12
- Quarterly Student Assessments included Reading Fluency measures as well as Reading Comprehension.
- Staff was reintroduced to the design of EXCEL math and provided with retraining.
- Skill Level 1-6 teachers were provided with instructional DVD's to guide and pace daily EXCEL math instruction.
- Essentials level teachers were sent to ADE training for teaching fractions and asked to conduct campus level training to colleagues.
- Leadership conducted review of current research on learning math
- Principal meetings – centered around data mining – and setting priority academic goals.
- Common Core Standards are part of the staff development activities for school year 2011-2012.
- Reading Specialist Position and Math Intervention Teacher Positions were established to coach and work with teaching staff to improve effective instruction and student achievement.

Academic Year 2010 – 2011

- Camelback (6063): Implementation of the *Middle School Math Series / Carnegie* research proven math program in grades 6-8.

- *Camelback (6063): CAMS/ STAMS CARS / STARS* This resource is strictly used in our Title I program for students in grades 3-8, supplemental instruction in Reading and Math using this resource.
- Camelback (6063): Explore Learning (GIZMOS) was purchased to provide interactive online math and science simulations to supplement instruction.*Camelback (6063): VAN de WALLE Math*K-3 Teachers in the K- 2 levels use these activities on a daily basis.
- Camelback (6063): Implementation of SuperKids, kindergarten and grade 1
- ACPA(10733):Tom Clark implemented in Algebra and Geometry classes
- ACPA(10733):GIZMO interactive science/math curriculum aligned with ACPA curriculum continuum.

People and Professional Development

- Collaborative Team Planning Time provided for skill-level teaching teams
- Camelback and Country Club principals attended Tech Camp – integrating technology as a teaching tool
- Middle School Staff Training on RAP books – Responsible for Academic Progress – helping students track their progress and set academic and personal goals.
- Levels 5-8 training on problem solving application based problems for math to be integrated into the math program.
- Principal meetings – centered around using assessments to target instruction and reviewing data to follow individual student progress – and identify trends in instruction. Review of the Rigor and Relevance Framework and how that looks in a classroom.
- Principals – review of EXCEL assessments and how teachers are using the information to inform instruction at Essentials skill levels. Review of how staff was using Mountain Math to support ongoing skill review.
- Principals Meeting – Introduction of Common Core Standards and plan for teacher training
- Principals and Middle School Level math teachers attended the Carnegie Learning National Conference
- K-2 Teachers were provided professional development in teaching child centered math.
- Teachers trained in using GIZMO across content areas.
- Three staff members spent 4 days in a Carnegie Learning Math Institute during the summer of 2011.
- Additional teachers trained in Tom Clark model at ACSA conference
- In house training- All staff member participated in on-site Middle School Math Series training.
- Principal training to provide more effective instructional coaching in language arts – at all skill levels.
- Reading Specialist Position and Math Intervention Teacher Positions were established to provide direct instruction services to students and also to coach and work with teaching staff to improve effective instruction and student achievement.
- K-2 Teachers were provided professional development in teaching child centered math – for concept understanding at the Readiness and Foundations level.

- Principals were provided with John Van De Walle's Child Centered Math series and asked to use that resource as part of campus level professional development. Sample lessons were demonstrated to Foundations Level Teachers
- Explore Learning (GIZMOS) was purchased to provide interactive online math and science simulations to supplement instruction. (ACPA/CB implemented)
- Online training provided.
- Principals were directed to conduct classroom observations during math instruction in order to provide timely feedback to staff and to review quarterly assessments.
- Principals and teaching staff were provided with links to the Common Core standards.

Academic Year 2009/2010

- Camelback (6063):adopted SuperKids Language Arts Program at the Readiness Level.and K-2 staff attended training. In the fall of 200.9 Superkids was implemented at the Kindergarten level Plan is to expand SuperKids with the current Readiness class through skill level 3 over the next 3 years.
- Camelback (6063):COW (Curriculum on Wheels) a teaching tool for Math, Science, and Social Studies in grades 6-8. The COW is being used in 7th and 8th grade for Social Studies and in 6th grade Science.
- Read Naturally program targets reading fluency and comprehension. This program has pre and post assessments also.
- Country Club (79296): implemented Reading Rewards as the basis for Supplemental Reading program.
- All campuses: Supplemental Instruction – small groups in reading and math after school one day a week.
- Camelback (6063):Reintroducation of Gold Seal Lesson Plans that are aligned with the Arizona State Standards – and based on application of math skills to solve problems.
- ACPA (10733);Reintroducation of Gold Seal Lesson Plans that are aligned with the Arizona State Standards – and based on application of math skills to solve problems.
- Country Club (79296):Reintroducation of Gold Seal Lesson Plans that are aligned with the Arizona State Standards – and based on application of math skills to solve problems.
- Yuma (78904);Reintroducation of Gold Seal Lesson Plans that are aligned with the Arizona State Standards – and based on application of math skills to solve problems.

People and Professional Development

- Staff provided with training in Differentiated Instruction (ADE based training)
- Constructing Meaning – MetaCognitive approach to teaching reading comprehension (Common Vocabulary)
- Reading Apprenticeship – Reading Comprehension strategy for 7-12
- Explore Learning – GIZMOS (Charlene)
- Gold Seal Lessons –
- RAP books and Zap Zeros – for middle level students

- Collaborative Team Planning Time (review assessment data and for instructional planning).
- Math Centers – Hands on Training with K-5 staff
- Mountain Math – for ongoing review of math concepts – all levels K-12
- Reading Rewards – Reading Intervention – Essentials Level (included training Anita Archer at the Desert Summer Institute – Country Club/Camelback)
- Quarterly academic assessments in reading, writing and math.
- Training provided for Read Naturally program.

2009-2010

- ACPA(10733):Mountain Math implemented school-wide
- ACPA(10733):Tom Clark implemented in the Algebra classes
- ACPA(10733):GIZMO interactive science/math curriculum site license purchased by district

2008-2009

- Country Club(79296):EXCEL was chosen to address reteaching throughout the school year and ensure mastery.
- Country Club (79296):ZapZeros – or similar program at 6-8 skill levels to provide supervised homework time and tutorial and provide students the opportunity to improve academic grades
- Country Club(79296):Metacognition was the unifying curriculum that allowed for all student K-8
- ACPA(10733):Mountain Math organized according to content classes
- ACPA(10733):Principal and two teachers attend RASPA conference and receive training in Tom Clark
- ACPA(10733):30 day GIZMO trial implemented in two classrooms
- ACPA(10733):Writing objectives introduced in Social Studies classes

2007-2008

- Camelback (6063):Excel Math program is used in grades 1-5. Excel training videos have been used over the past 4 years for new staff and returning staff. In addition, classroom teachers are using SMARTboards and individual white boards to promote master of skills.
- *Camelback (6063):META COGNITION STRATEGIES introduced.* Staff members were trained by modeling strategies use in the classroom. These strategies were implemented 5 years ago and can used across all disciplines.
- Country Club(79296):AmeriSchools Academy, Country Club designed an Middle School success program, with Advisory groups to address graduation requirements, leadership, goal setting, and addressing the social challenges of middle school.
- Country Club(79296):Instructionally, teachers used Bloom's Taxonomy to differentiate outcomes of assignment and increase student learning by ensuring that students were develop skills to be able to evaluate and synthesize information.
- Country Club(79296):The first year of EXCEL showed good growth for 6th grade.

- Yuma (78904);20/20 Program – To increase reading fluency and comprehension

People and Professional Development

- Common Core Standards are part of the staff development activities for school year School-wide retraining in Meta-Cognitive strategies for teaching reading K-12
- Quarterly Student Assessments included Reading Fluency measures as well as Reading Comprehension.
- Staff was reintroduced to the design of EXCEL math and provided with retraining.
- Skill Level 1-6 teachers were provided with instructional DVD's to guide and pace daily EXCEL math instruction.
- Essentials level teachers were sent to ADE training for teaching fractions and asked to conduct campus level training to colleagues.
- Leadership conducted review of current research on learning math
- Principal meetings – (Charlene) centered around data mining – and setting priority academic goals