

The Site Specific Change in Grades Served Notification request requires that the charter holder be in good standing with the Arizona Corporation Commission. However, as of today, SSI is not in good standing for the following reason: 2012 annual report was due on 4/10/12.

Please find attached the AZ Corporation Commission in good standing certificate.

The Site Specific Change in Grades Served Notification request requires the charter holder to “meet or demonstrate sufficient progress towards the level of adequate academic performance” (LAAP) set by the Board. A review of academic performance data indicates that SWA did not meet the LAAP in 2011 in either Math or Reading. These academic graphs can be found on the ASBCS Online system. You will need your email address (user name) and password to login in to your ASBCS online account at <http://online.asbcs.az.gov/>.

The focus on student achievement is shared by the Board of Trustees, parents, administration, teachers, staff and most importantly the students. The organizational model for our schools is based upon the Seven Correlates of Effective Schools championed by Dr. Lezotte. The seven correlates are: safe and orderly environment, climate of high expectations, instructional leadership, clear and focused mission, opportunity to learn/student time on task, frequently monitoring student progress, and home-school relations. These are at the heart of our charter holder: Ronda Owens. This year each principal is required to study “What Effective Schools Should Do, Revisiting the Correlates,” by Dr. Lezotte as part of our continuing leadership education for our principals.

Our school plan for effective learning has been to adopt DIBELS, a scientific-based program throughout the schools. DIBELS benchmark and progress monitoring data is collected and reviewed extensively utilizing the University of Oregon DIBELS web driven data base. Through this data analysis, the data review team which includes the Director of Curriculum, teacher and principal, can track class and individual student growth over time. The system will place students in three categories: benchmark/core, strategic or intensive intervention. Interventions are implemented for the students in all three categories.

The plan also includes Galileo K-12 Online, a product from Assessment Technology Incorporated, which is a fully integrated, research-based instructional improvement system providing next generation comprehensive assessment and instructional tools. State standards are built in and ready for use, as are Common Core State Standards. Galileo K-12 Online management tools assist educators in establishing instructional goals reflecting the district’s curriculum, assessing goal attainment, forecasting standards mastery on statewide tests, and using assessment information to guide classroom instruction, enrichment, and re-teaching interventions. ATI’s patented technology is uniquely qualified to address school goals when implementing standards-based strategies to raise student achievement.

Our charter schools use Galileo K-12 as both a school-wide assessment and as an in-class Response-to-Intervention (RTI) tool. Students are assessed in both reading and math three times a year. The results from these tests are used by faculty and staff to measure progression of standards mastery throughout the school year. The school-wide goal for standards mastery is that 80% of students master 80% of the standards with a score of 80%. Teachers analyze this data during monthly professional learning team meetings where they collaborate and adjust instruction based on student needs. As an RTI tool, teachers are able to assign and re-teach concepts based on student's individual needs within the classroom. In addition to teacher support, students also receive support from the Galileo program.

We learned many new things this year with data driven instruction. Next year, we plan to administer the tests earlier than this year. This year, the third Galileo test was administered after AIMS. We found student test-taking motivation was reduced after AIMS, and, therefore, in some instances the third Galileo test scores decreased.

All our schools have adopted Story Town and Saxon Math:

Saxon Math

Saxon Math is one of the nation's most thoroughly researched core mathematics programs for grades K–12. Saxon's unique pedagogical approach-based on instruction, practice, and assessment distributed across grade levels-incorporates more than 25 years of research and classroom experience. *Saxon*'s lessons are structured in such manner as to ensure routines and in-class reviews are continuous. There is a continuous focus on practicing and assessing student progress. Saxon Math's lessons regularly integrates real world problem solving into its curriculum. It teaches and encourages students to communicate mathematically. In addition to regular classes, Saxon easily adjusts for student with learning gaps or specified learning disabilities.

Our schools have implemented the Saxon Math curriculum in all of its K-12 classrooms. We feel that this curriculum provides students with support to fill any learning gaps they may experience at previous schools. Saxon Math also provides teachers with structured, consistent routines for their classrooms which will allow them to focus on student needs.

Story Town

Story Town is a K-6 reading program from Harcourt School Publishers. The program introduces reading materials to students using a wide variety of formats. Students are taught developing language and early literacy skills through this theme-based program. In addition, students are taught time-proven beneficial routines such as circle time, story time and activity time which make learning purposeful, meaningful, and playful. Books included in this program focus on pre-decodable and decodable words, reading comprehension, sight-words, phonetic support and reading fluency. Our Charters chose *Story Town* to support its K-6 grade students to ensure they have a solid reading foundation and a built-in system to correct any learning gaps. Students are taught audibly, kinesthetically and visually to ensure student engagement.

Before Board staff makes a recommendation to the Executive Director, I am requesting school-generated student data that reflects the fall, winter and spring benchmarks in Math and Reading for SWA, as well as analysis on how that data predicts performance on the 2012 AIMS tests. If you include data that contains student information, remember to redact student identifiable information before submitting it to me via email.

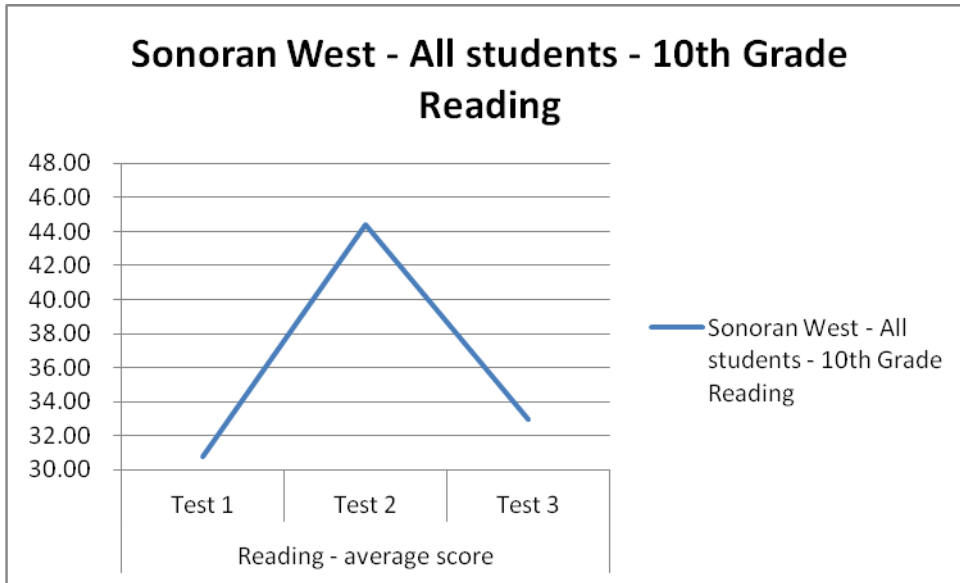
Before the Charter Board changed the parameters for how charter schools demonstrate sufficient progress toward levels of adequate academic performance, all of our charter schools have always been in compliance academically with a label of performing, highly performing and, in fact, one of our schools had an A report card. When we received the two new charters in 2010 (South Valley Academy and South Phoenix Academy), all schools were academically performing as measured by the Charter Board at that time. The new way of measuring academic progress takes a three year plan and we have started aggressively to meet the demands of this new way by best practices. We feel that we are well on our way to achieving the high levels of expectation.

Skyline Prep School's AIMS in 2011 were 100% meets or exceeded in Math and 89% Meets or exceeded in Reading. It was given an A grade by the ADE. Skyline Prep High School was given the title as one of the top five charter schools in Math in Arizona. We strive to produce STEM education.

When the Board of Trustees and the Corporation Board met to decide what to do with Sonoran West Academy, it was brought to our attention by the Peoria community that the area was in need of a K-8 school. Since this school is already approved to service the K-8 we have cautiously gone about making a complete change to the school. We changed the name of the school, and we are now adding to the grades we serve.

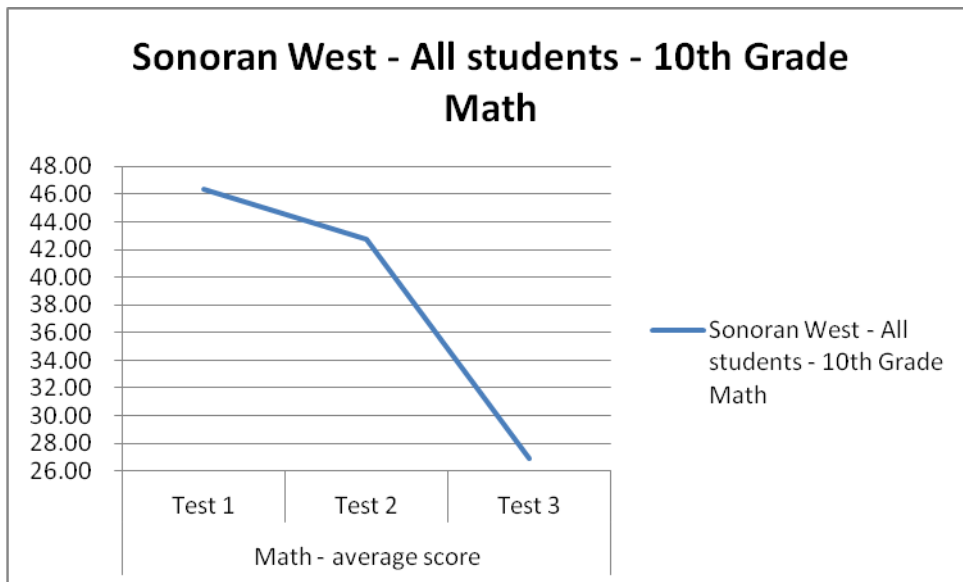
Historically, Skyline West (Sonoran West Academy) has had excellent AIMS test scores. Sonoran West has a 34% Free and Reduced Lunch rate. 20% of the students are Special Education with no ELL students. Our students in K-8 at SWA will have 120 minutes of Reading and 90 minutes of Math per day. We have after school tutoring and homework clubs for those students who need additional interventions.

Sonoran West – Galileo Trends



****9 of 16 students (56%) increased scores over testing period**

****average reading decrease - 3.12%**



****3 of 16 students (19%) increased scores over testing period**

****average math decrease – 6.24%**

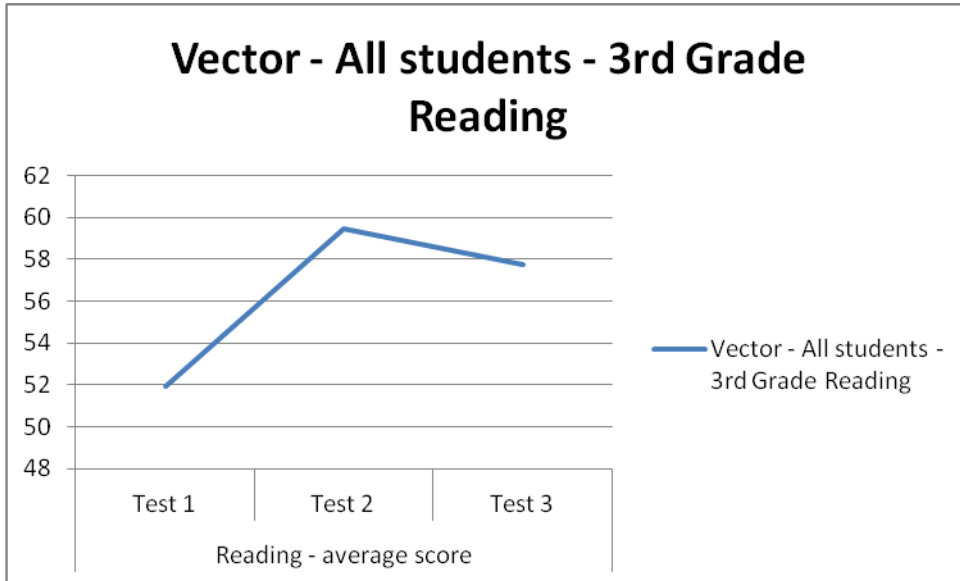
Next year, we plan to administer the tests earlier than this year. This year, the third Galileo test was administered after AIMS. We found student test-taking motivation was reduced after AIMS, and, therefore, in some instances the third Galileo test scores decreased.

It is difficult for this charter holder to adequately prove the same kind of achievement when each when each schools is different in culture and socioeconomic status. However with the plan that has been adopted for all the schools, we are finding that students are improving including some that are improving 1-3 % each week. DIBELS, benchmark Galileo, Scientific researched curriculum, and texts are components of the plan that is working for each school. Additionally, we have 120 minutes of Language Arts and 90 minutes of math each day. Interventions are provided through Title I teachers, ELL teachers and Special Education teachers on staff at each school. We feel that our elementary schools are continuously achieving throughout the year, and we are proud of our accomplishments. One of our primary organizational goals is continuous improvement. Despite the inherent difficulties in servicing students from different cultural and socioeconomic backgrounds, we strive to implement successful strategies and best practices from each campus among all campuses served. We believe the following data for Vector Prep and Arts, AZ Compass Prep School, and Skyline Gila River represent increases in student achievement utilizing data-driven instructional decision making that we currently utilize in our mission to continuously improve.

Vector Prep and Arts:

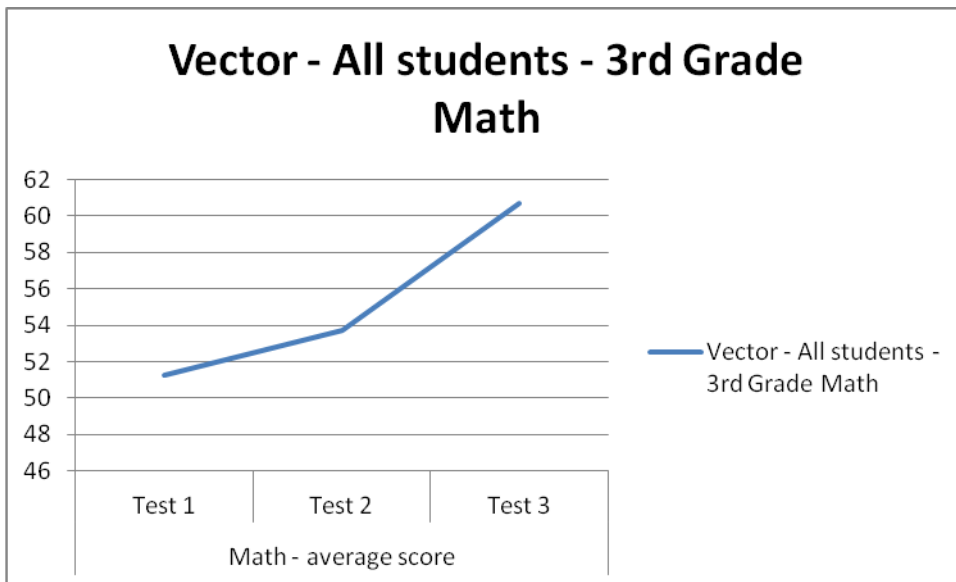
This school is at 84% free and reduced lunch, with 65% Native Americans, and the rest of the culture is made up of African American and Hispanic. We have a 5% White ethnicity at this school. Our ELL population is at 19% and our Special Education population is at 11%. This school has to serve free breakfast and lunch so that our students can eat, and economically most of these students only get these meals, the ones provided from school. There are inherent drug, alcohol and diabetes in the Native American students, and therefore we are working in many areas of success including but not limited to academics. These scores are indicative that our Curriculum Director and our Principals are leading a data driven school:

Vector – Galileo Trends



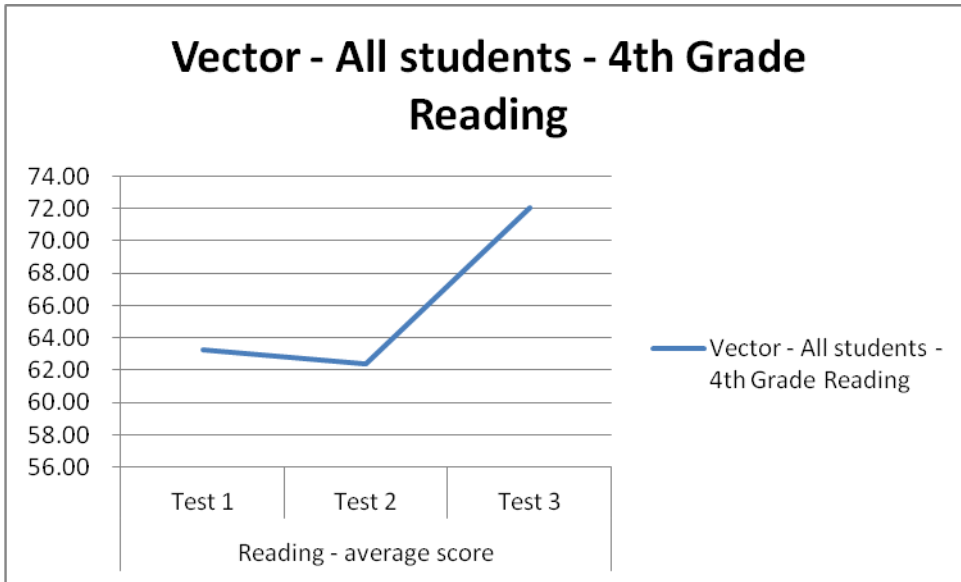
**8 of 11 students (73%) increased scores over testing period

**average reading increase - 5.82%



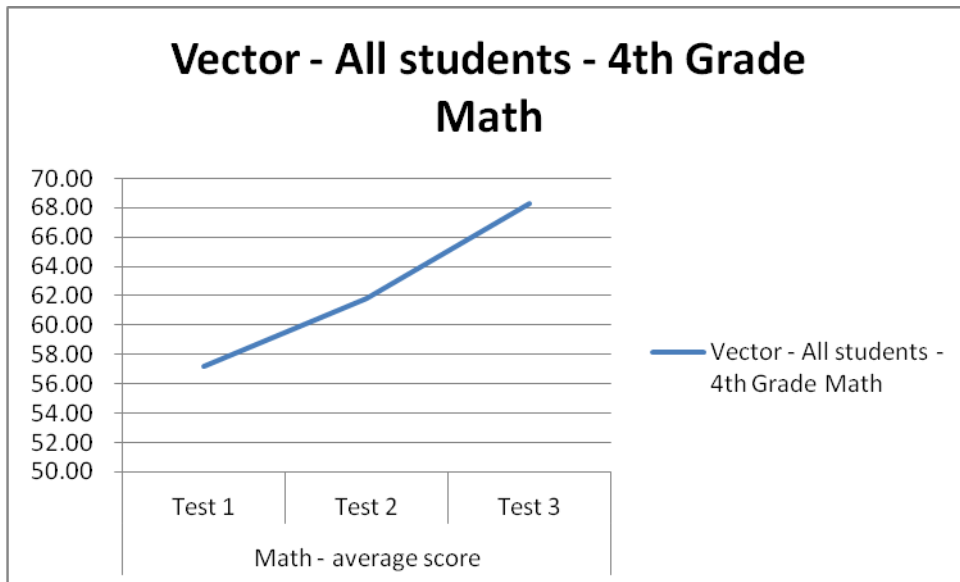
**7 of 11 students (64%) increased scores over testing period

**average math increase - 9.45%



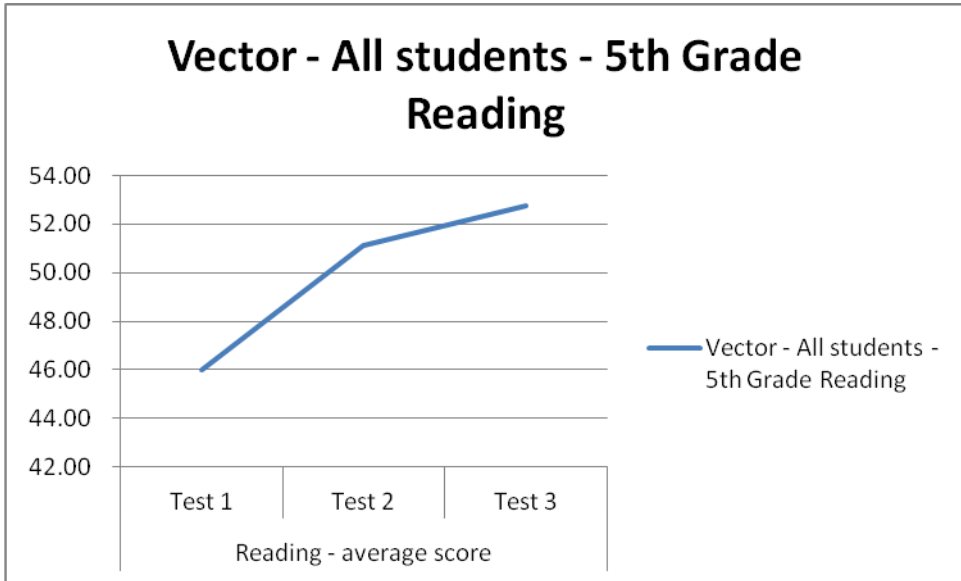
****9 of 13 students (69%) increased scores over testing period**

****average reading increase - 8.85%**



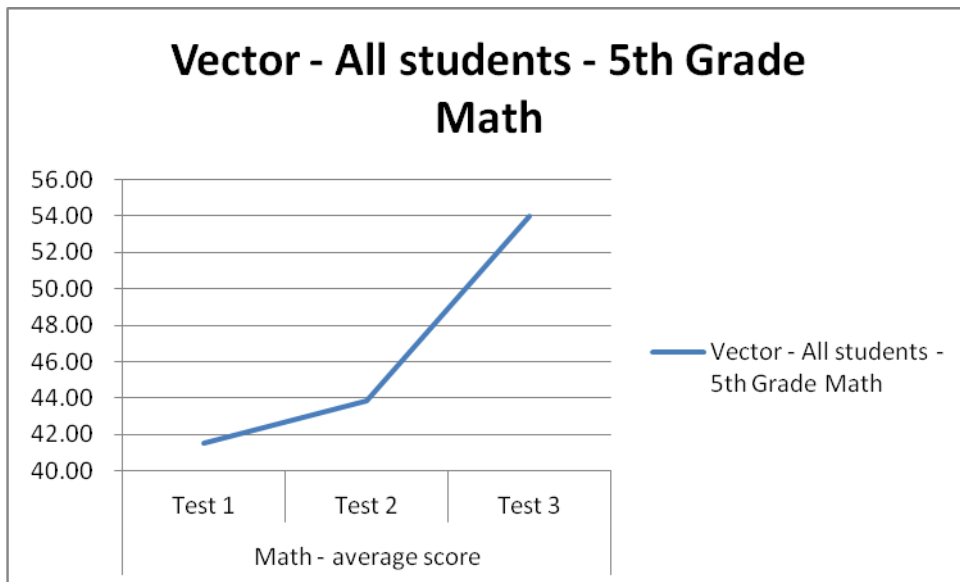
****10 of 13 students (77%) increased scores over testing period**

****average math increase - 11.15%**



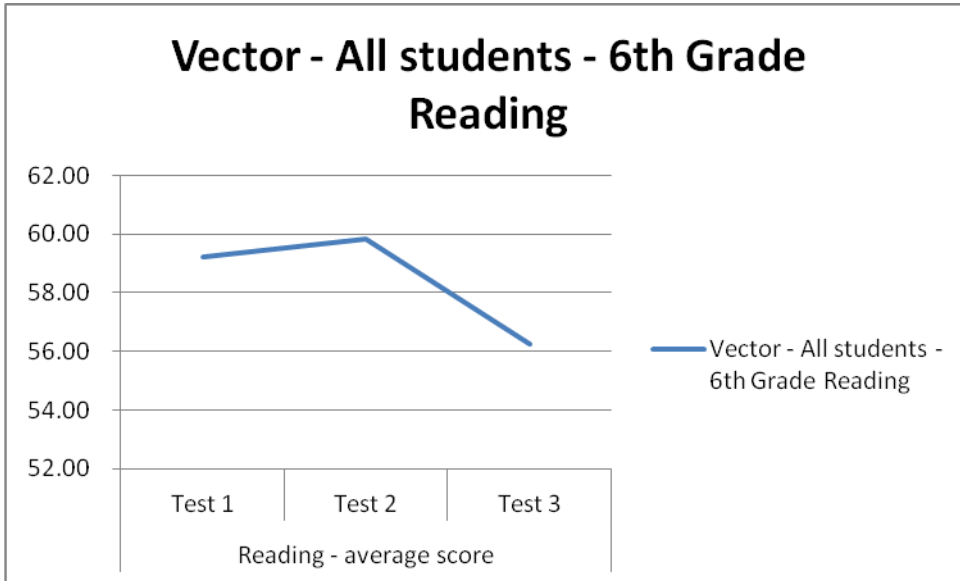
****8 of 15 students (53%) increased scores over testing period**

****average reading increase - 6.73%**



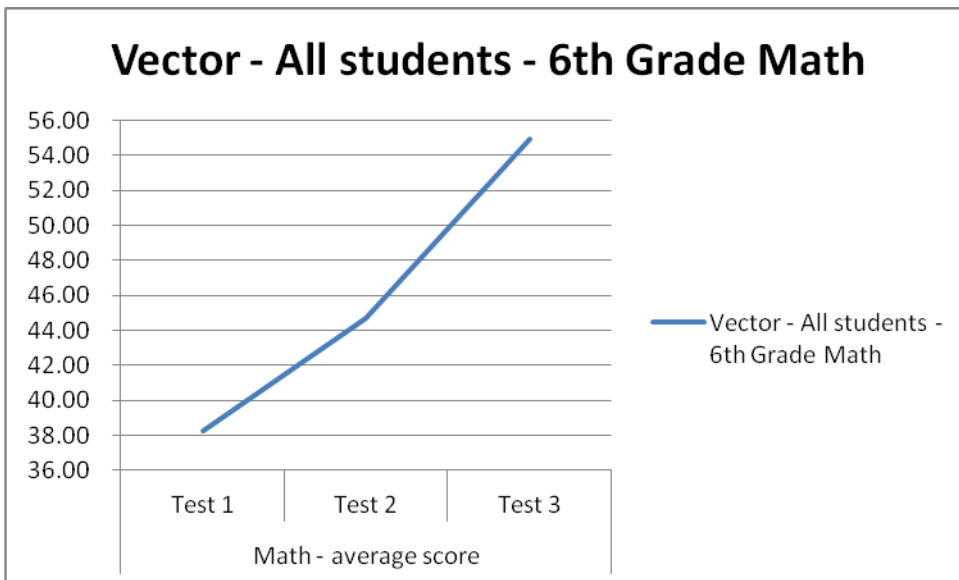
****13 of 15 students (87%) increased scores over testing period**

****average math increase - 12.47%**



**5 of 27 students (19%) increased scores over testing period

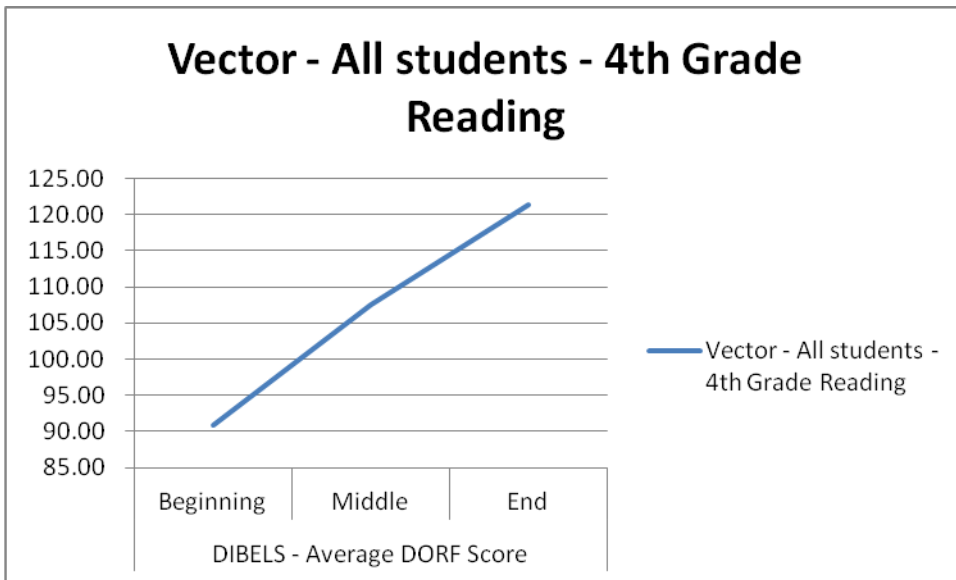
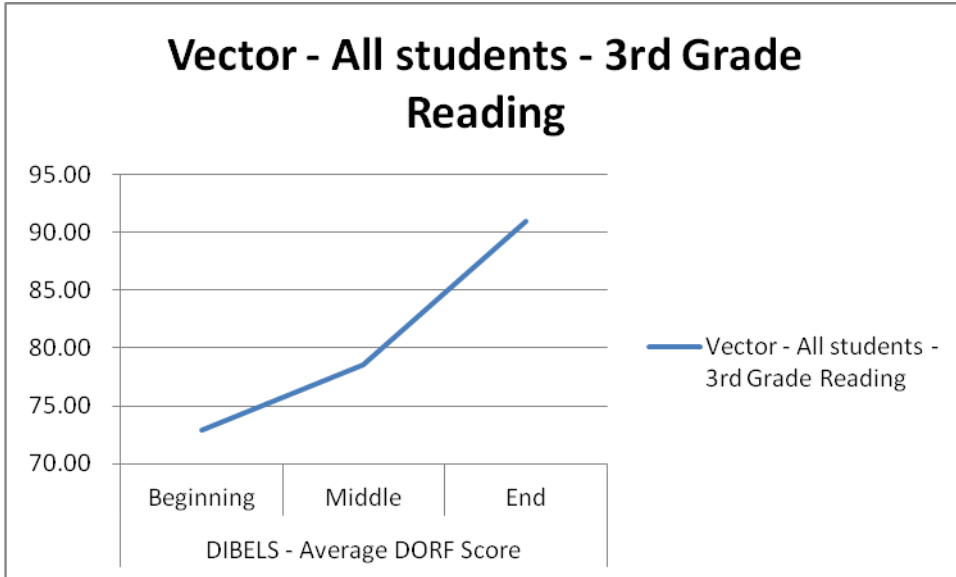
**average reading decrease - 2.96%



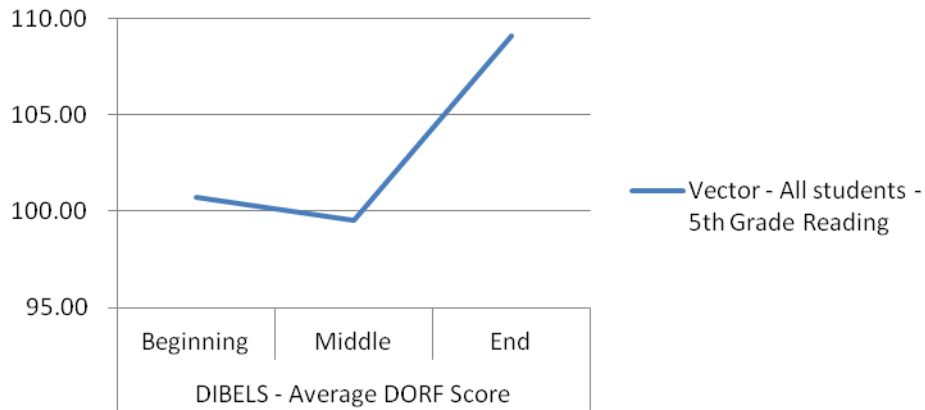
**23 of 27 students (85%) increased scores over testing period

**average math increase – 16.7%

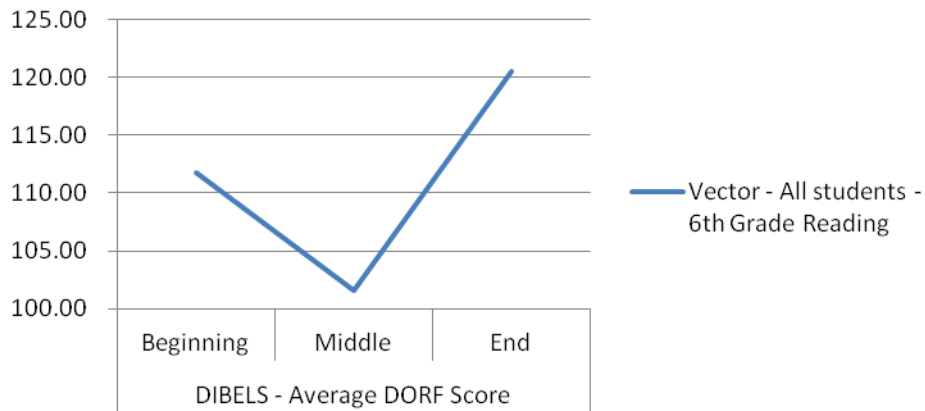
VECTOR – DIBELS Trends



Vector - All students - 5th Grade Reading



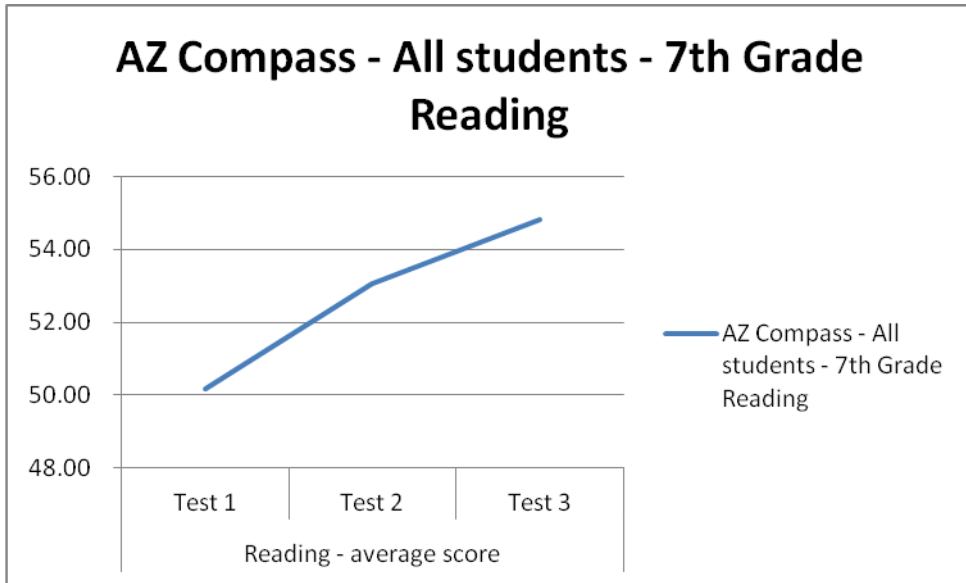
Vector - All students - 6th Grade Reading



AZ Compass Prep and Arts:

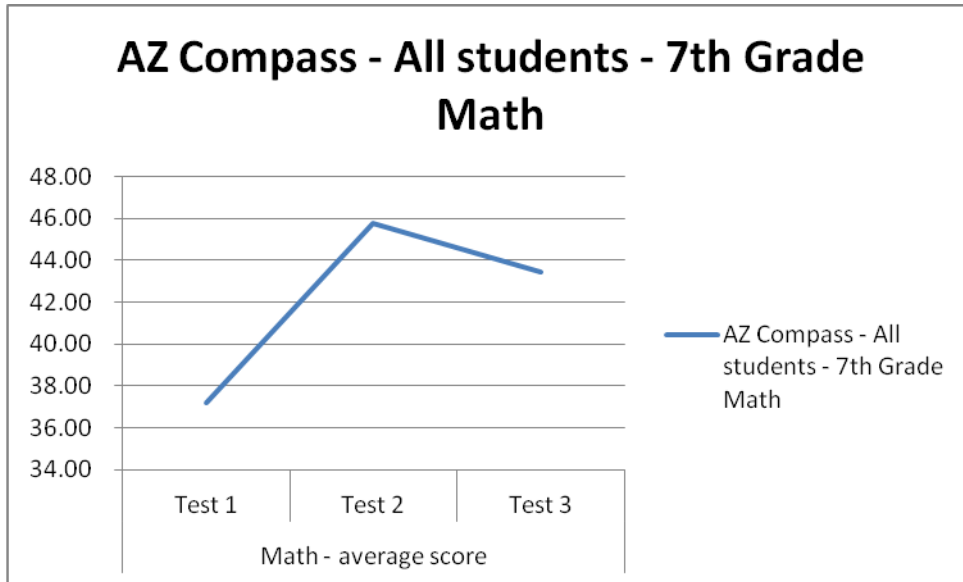
This school has a 75% Free and Reduced Lunch rate. 22% of the student population is Special Education students. This school has 100% Meets or Exceeds for the last three years in writing and 84% Meets or Exceeds in Reading on AIMS scores. AZ Compass was given the title by the Arizona Republic as one of the top 5 charter schools for Writing. These scores are indicative of a school that is being data driven.

AZ Compass – Galileo Trends



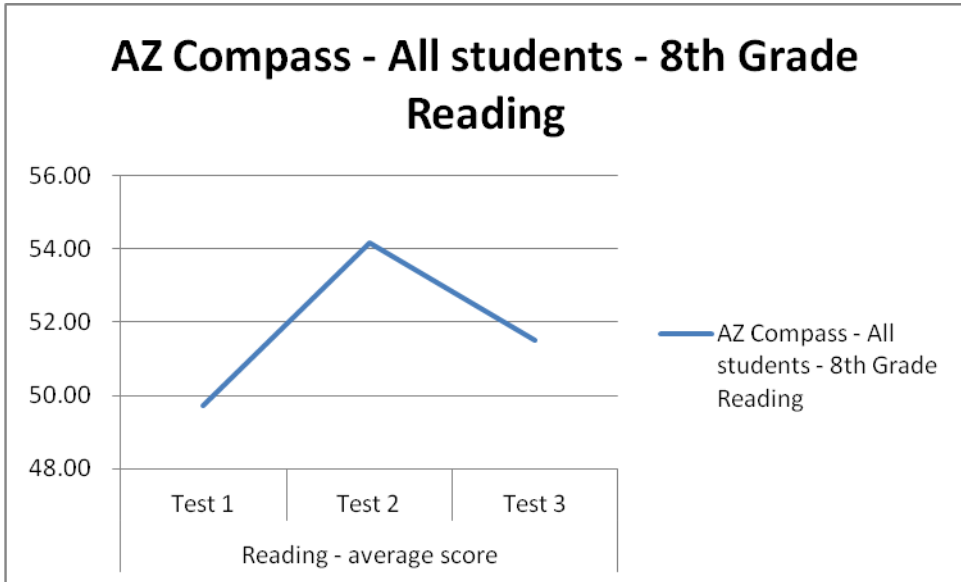
****11 of 17 students (65%) increased scores over testing period**

****average reading increase - 3.12%**



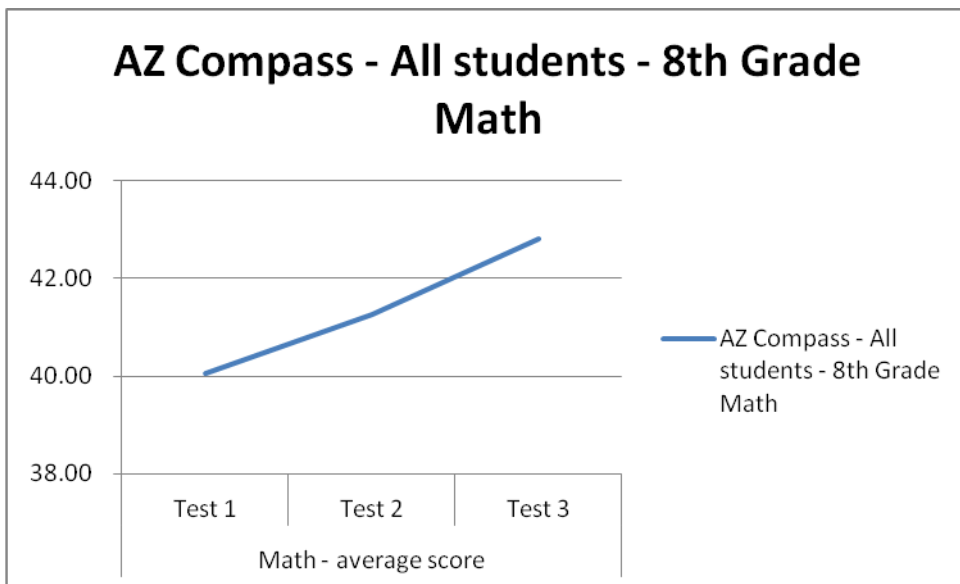
****11 of 17 students (65%) increased scores over testing period**

****average math increase - 6.24%**



**14 of 23 students (61%) increased scores over testing period

**average reading increase - 1.04%



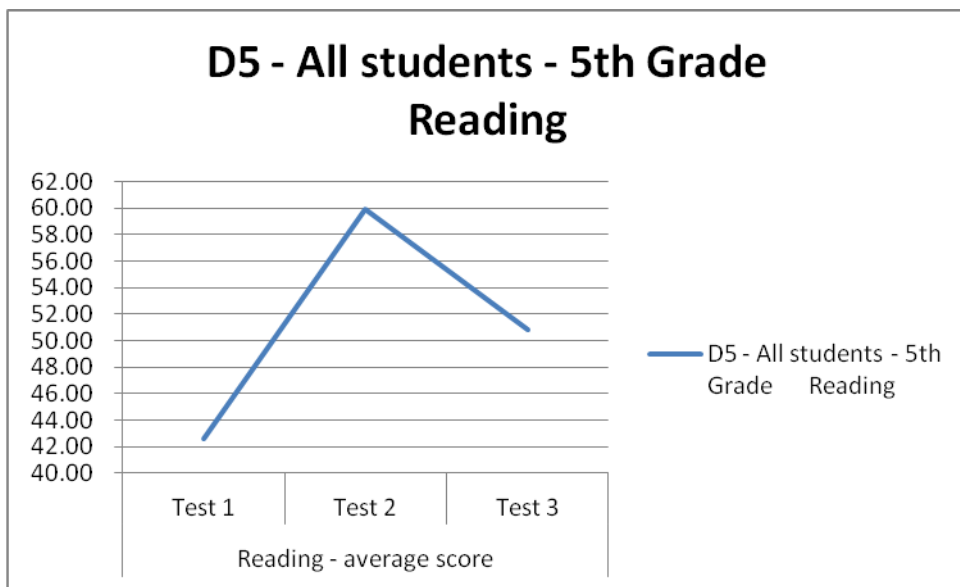
**13 of 23 students (57%) increased scores over testing period

**average math increase - 2.65%

Skyline Gila River

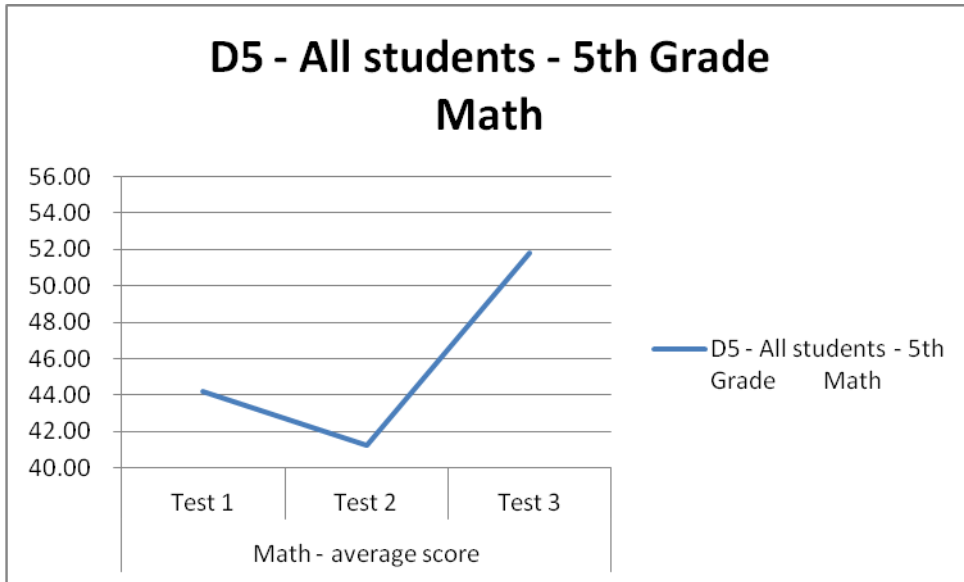
This school has a 95% Free and Reduced Lunch rate and 100% Native American students. The feeder school for this school is a BIA school which is not subject to AIMS testing or Special Education regulations. Our Special Education rate is 23% with an additional 7% of the population in day schools for Special Education students. (These students do not qualify for Attachment A testing in AIMS). All students coming into 5th grade at this school fall far below in testing. We are exceptionally proud of the growth at this school.

D5 – Galileo Trends

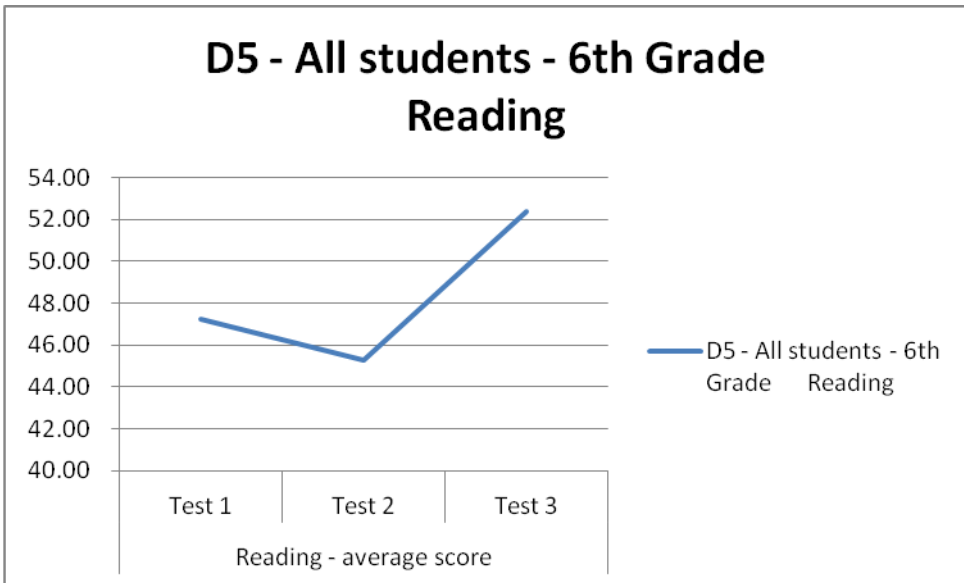


**22 of 29 students (76%) increased scores over testing period

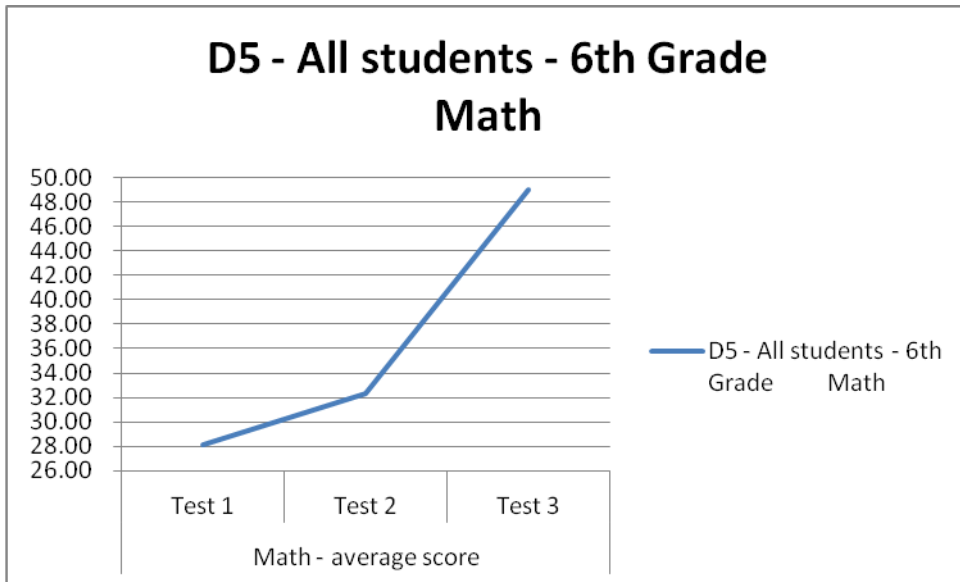
**average reading increase - 5.93%



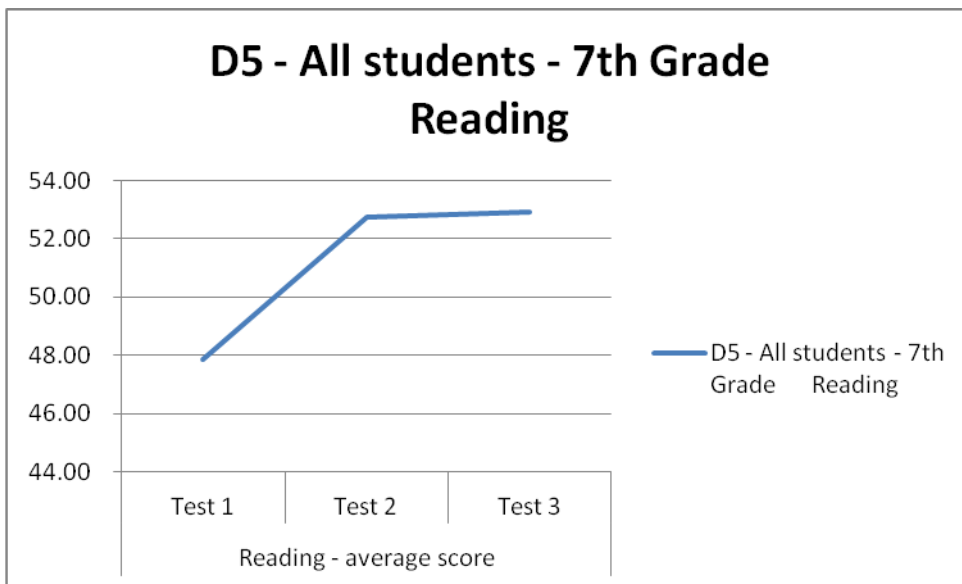
**19 of 29 students (66%) increased scores over testing period
 **average math increase - 7.52%



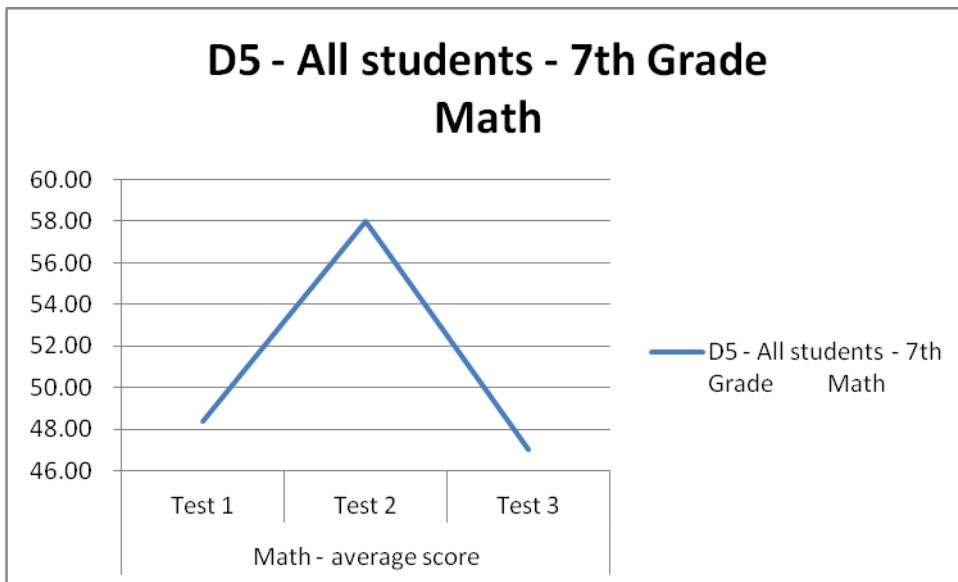
**10 of 18 students (56%) increased scores over testing period
 **average reading increase - 4.72%



**17 of 18 students (94%) increased scores over testing period
 **average math increase - 20.11%

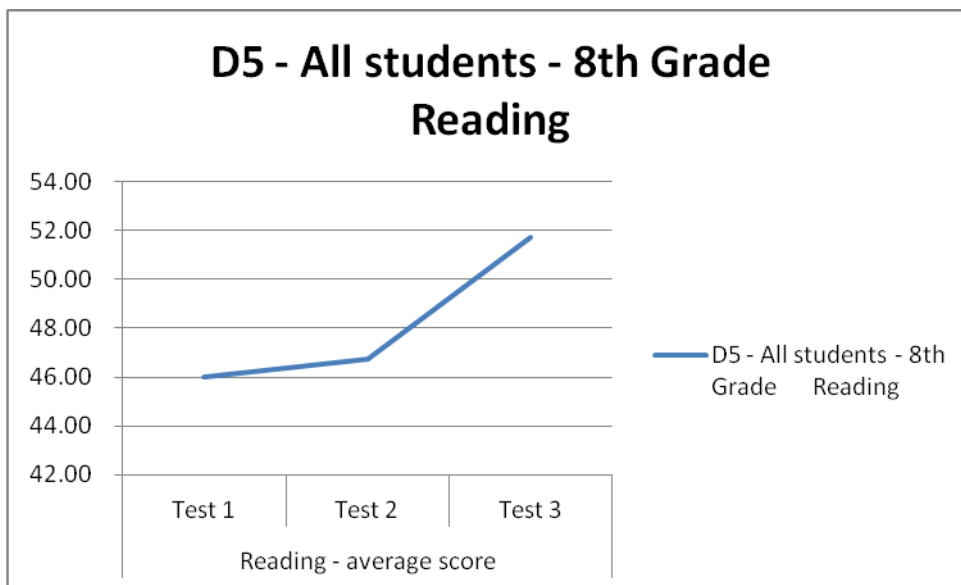


**21 of 33 students (64%) increased scores over testing period
 **average reading increase - 4.06%



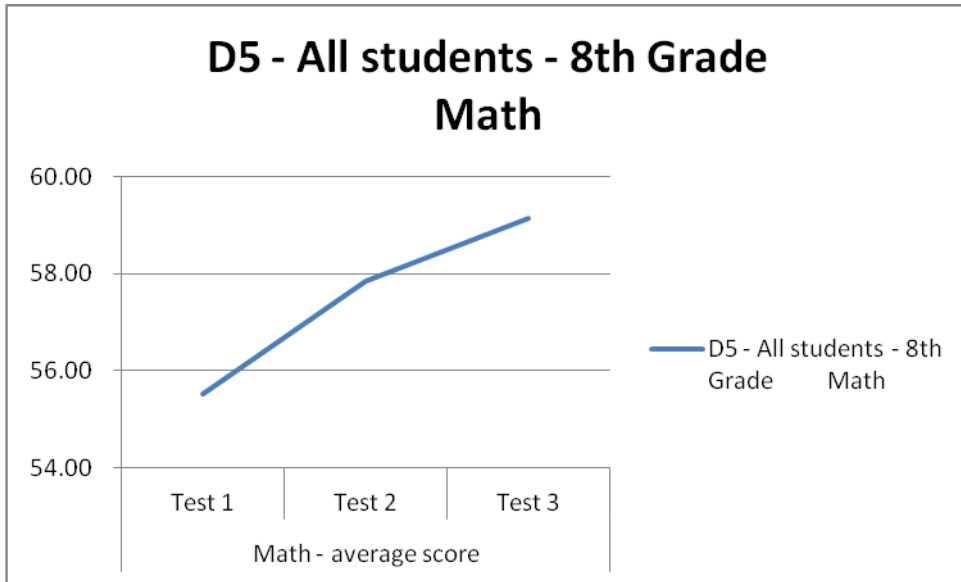
**11 of 17 students (33%) increased scores over testing period

**average math decrease - 1.06%



**18 of 31 students (58%) increased scores over testing period

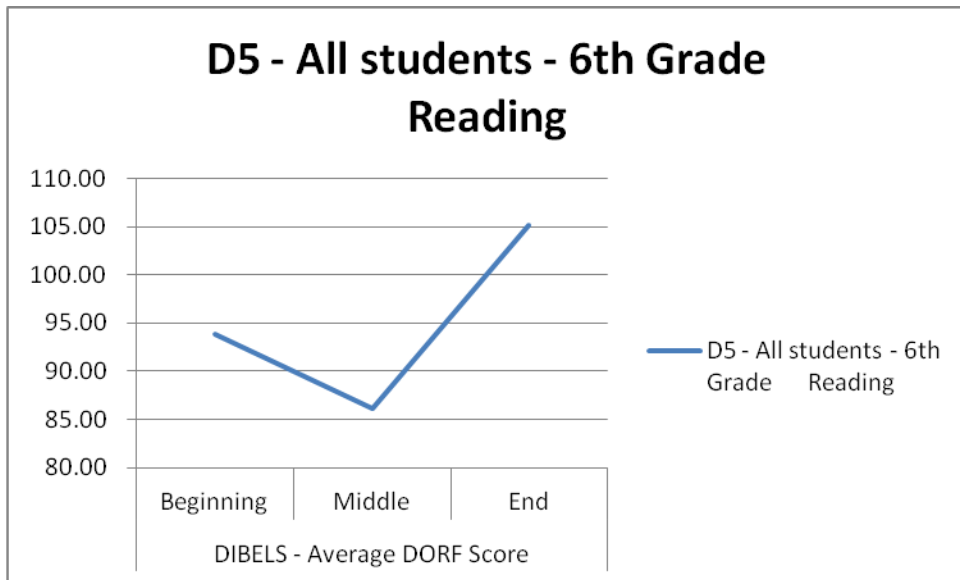
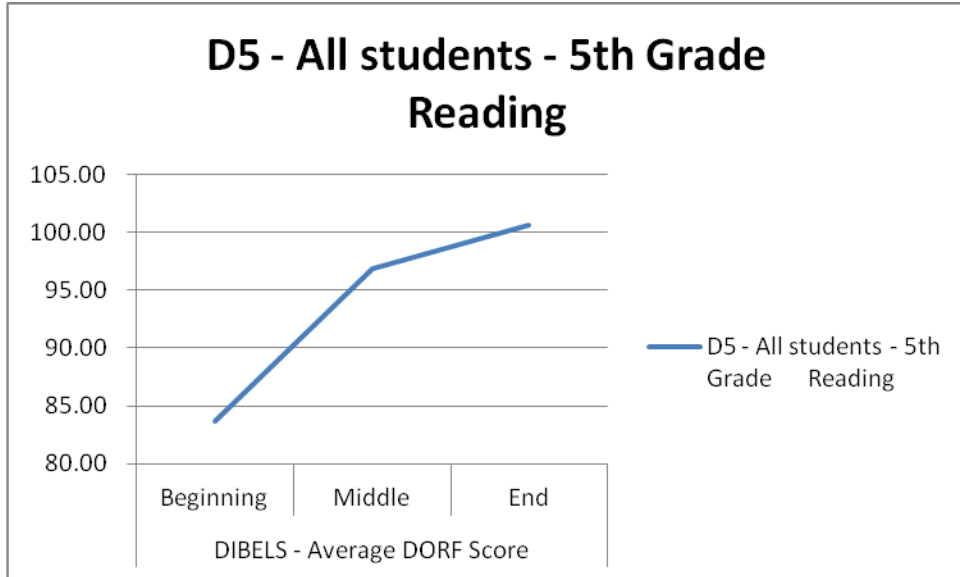
**average reading increase - 4.55%



**19 of 31 students (61%) increased scores over testing period

**average math increase – 4.29%

D5 – DIBELS Trends



The data above shows that a majority of students at our schools are increasing their Galileo and DIBELS scores over the three testing periods. We believe that these gains are directly related to teacher and administrative efforts to teach common core standards based on the analysis of early test scores. Our staff focuses their teaching efforts on areas that students score poorly on in early tests in an effort to increase scores in those specific strands. Students who consistently score low are identified and our response to intervention plan is implemented to further ensure that the student will succeed. As a whole, we believe our data analysis and continuous improvement model will ensure that all students have the ability to learn, be successful and increase their AIMS scores to meet the Charter Board's LAAP.