Items to consider:

1. **Desert Heights switched from Scantron to Galileo for the District Assessment for this current school year.**
2. **Desert Heights' enrollment has increased substantially over the last few years which have increased the poverty rate to close to 50% and the special education population to over 12%.**

1.a. Are schools making adequate growth based on the school's median student growth percentiles (SGP) in math?

Does Not Meet Standard:

- The school median SGPs for math is 41.

A sustained improvement plan that includes evidence of increased student growth through implementation of:

1. A curriculum that contributes to increased student growth

   Desert Heights uses an annual review process to evaluate and revise curriculum as needed. The team of administrators and lead teachers analyze student achievement data and updated state standards to determine the effectiveness of the currently used curriculum. This process has led to a change from using Saxon Math as the core curriculum for math, to using to the Arizona Academic Math Standards as the core curriculum. Teachers are meeting weekly to share resources for meeting and evaluating these standards. The school has implemented a block scheduling system for kinder through 6th grade to allow for teachers to specialize in Math and for students to receive flexible ability grouping. 7th through high school have ability based math courses taught by highly qualified math teachers. The school is currently researching new curriculum options and a few teachers are piloting Singapore Math. However, cost for resources must be analyzed and alignment with the common core standards is the priority. As new resources are needed for middle and high school, textbooks are being replaced with Pearson online texts. In 5th grade through 11th grade, any student who did not pass AIMS is receiving Title I services which includes an additional hour of daily math instruction specific to the areas of need as noted on the AIMS test.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Each of the two building principals monitors both the planning and the instruction of the Arizona Academic Standards on a weekly basis. Lesson plans are submitted before instruction begins, state standards are posted in each classroom and each teacher receives a minimum of one walk-through observation where alignment of these standards is measured along with instructional strategies. Annually, each teacher is required to submit a curriculum map to outline the timeframe in which all standards will be introduced and measured. Also, 50% of each teacher's effectiveness is based on Danielson's Framework for Teaching. This is a formal evaluation of the teacher's planning, classroom management, instruction and professionalism. This evaluation is completed during the

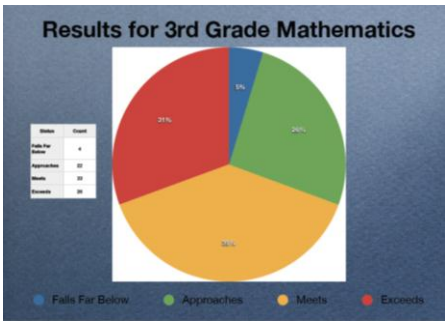
first quarter of school and teachers are placed on professional development plans for any area scored as falls far below. The teacher is monitored daily until mid-year when growth is evaluated and a decision is made (up to termination).The other 50% is based on the students' academic growth and proficiency as measured by Galileo and AIMS.

3. A plan for monitoring and documenting increases in student growth
   All students are evaluated using Galileo a minimum of three times annually. The first Galileo test is compared with AIMS data for placement in the flexible ability groups. Additionally, the lowest 25% of students, based on these two tests and classroom assessments will be placed on an Individualized Supplemental Instruction Plan. This ISI Plan will be used to document areas of focus, communicate a plan for additional support to the parents and students and to monitor growth towards these focus areas. In January, the same ISI Plan is implemented for the lowest 25% based on growth. The AIMS data is presented to the board annually, and Galileo data is presented in January and May of each year. Kinder through 4th grade students are evaluated by standards based grading specific to the common core (Arizona Academic) standards. Each standard is listed and students' proficiency is measured via assessments and project rubrics. The measurement is scored based on 25th percentiles and listed as Falls Far Below, Approaches, Meets, and Exceeds. The grade level teams meet weekly with administration to present the monitoring of the students falling far below, and provide weekly tutoring for these students. 5th – 11th grade students who did not meet on AIMS receive an hour of additional math instruction daily. The math teacher and math specialist meet together weekly to establish a focus for each child and monitor progress. Data from Galileo will be used at the end of the year to support decisions regarding schedules, placement, staffing and curriculum made by administration, lead teachers, and board members.

4. A professional development plan that contributed to increased student growth

   Desert Heights' professional development plan includes a combination of scheduled pre-service and in-service opportunities, weekly professional learning communities and job imbedded professional development. Administration, lead teachers and board members review data and research to insure instruction is focused on the vision and mission of the school. Desert Heights instructional goals are standards based supported by project based learning and technology integration. Scheduled in-service is focused on data review and monitoring of plans and SMART goals. Additional support is provided for project-based learning. The PLC's meet weekly and focus on review of evidence of student learning, evaluative pieces and instructional practices. Examples of job-embedded professional development include peer observation, team planning, content specific individualized SMART goals, and student involvement in instructional planning and documentation of student learning. Minutes and agendas from all professional development are submitted weekly to administration for review.

1.a. Examples of Evidence – Math



Test: 2012-13 ATI AZ CC CBAS Math 03 Gr. #1
Avg Score: 42.48%

Use the browser's Back button to return to the previous level.

Class	Avg Raw Score	Avg Percentage	View Class Detail
Elementary Math B: Jarrell: EMB-Y8J (1)	20.00	44.44 %	Development Profile Grid
Homeroom 03: Crawford: 3 - 2 Crawford (21)	22.81	50.69 %	Development Profile Grid
Homeroom 03: Davis: 3 - 3 Davis (21)	17.76	39.47 %	Development Profile Grid
Homeroom 03: Smith: 3 - 4 Smith (20)	20.35	45.22 %	Development Profile Grid
Homeroom 03: Von Tobel: 3 - 1 Von Tobel (22)	15.73	34.95 %	Development Profile Grid

Tuesday, July 24th			Prep All Day	
8:00 – 10:00	Web classroom	Krissi Elliott	Dining Hall	Bring Laptop
10:00 – 11:00	Human Resource	Nancy Glassman	Dining Hall	
11:00 – 12:00	Lunch			
12:00 – 1:00	Project Based Learning	Chelsey Peitz	Dining Hall	*Read 21st Century Skills
1:00 – 2:00	Technology Integration	Chelsey Peitz	Dining Hall	
2:00 -3:00	ISI Plans	Chelsey Peitz	Dining Hall	*Preview ISI Plan Prior

Desert Heights
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INDIVIDUALIZED SUPPLEMENTAL INSTRUCTION PLAN

Desert Heights Preparatory Academy believes that every student should have the opportunity to learn the skills and knowledge needed to be prepared for a college career. The Individualized Supplemental Instruction Plan ("ISI Plan") is intended to describe, focus and communicate the instruction and supports for student so that there is a coordinated strategy to help raise educational performance.

Today's Meeting Notes:

Topic	Decisions
1. Homework Action Plans	1. Seen to be working early in Mr. Oliver's class. Fewer late/missing assignments.
2. AIMS	2. The math team examined the standards to focus on before the AIMS test in the spring. This led to a conversation on remediation.
3. Remediation	3. Whole-class re-teaching is to be done any time a class scores below a 50% average. In general, students with failing scores are to be retaught utilizing remediation strategies. If the whole class continues to fail, new techniques need to be user or the assessment re-examined.
4. SMART Goals	4. Mr. Oliver will provide remediation for any student below a 50% with the goal of those students to be passing each standard on the AIMS by the date of the test.

Example of Curriculum Assessment Component

INDICATOR	LEVEL OF PERFORMANCE 3 Exceeds	2 Meets	1 Approaches	0 Falls Far Below	DATA SOURCE/ EVIDENCE
2.1 The school or district has developed an explicit, written curriculum that is aligned with Arizona Academic Standards.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each and a reporting system is in place.	C. Performance objectives in the scope and sequence have been broken down to include one clearly defined and measurable cognitive task each.	C. Performance objectives in the scope and sequence have been broken down to include one cognitive task each.	C. Performance objectives in the scope and sequence have not been broken down to include cognitive tasks.	
	D. All scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Most scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Some scope and sequence objectives are age and developmentally appropriate at each grade level.	D. Scope and sequence objectives are not age and developmentally appropriate at each grade level.	
	E. Scope and sequence demonstrates purposeful **spiraling** of content and **skills** throughout grade levels for seven to nine content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates the **spiraling** of content and/or **skills** throughout each grade level for three to six content areas (including Language Arts, Science, and Mathematics).	E. Scope and sequence demonstrates some **spiraling** of content and/or **skills** in Reading, Writing, and Mathematics.	E. Scope and sequence does not demonstrate the **spiraling** of content or **skills**.	

Classroom Observation Form

Teacher_____ **Subject**_____ **Date**_____

Observer_____ **Class Period/Grade**_____ **Time In**_____ **Time Out**_____

2a: Respect and Rapport *Teacher Interaction with students *Student Interaction	**3a: Communicating Clearly and Accurately** *Directions and procedures *Oral and written language
2b: Establishing a Culture for Learning *Importance of content *Student pride in work *Expectations for learning and achievement	**3b: Using Questioning and Discussion Techniques** *Quality of questions *Discussion techniques *Student participation
2c: Managing Classroom Procedures *Instructional groups *Transitions *Materials & supplies *Non-instructional duties *Volunteers and paraprofessionals	**3c: Engaging Students in Learning** *Representation of content *Activities and assignments *Groups of students *Instructional materials and resources *Structure and pacing
2d: Managing Student Behavior *Expectations *Monitoring of student behavior *Response to student behavior	**3d: Providing Feedback to Students** *Quality: accurate, substantive, constructive and specific *Timeliness

1.a. Are schools making adequate growth based on the school's median student growth percentiles (SGP) in reading?

Does Not Meet Standard:

- The school median SGPs for reading is 45.

A sustained improvement plan that includes evidence of increased student growth through implementation of:

1. A curriculum that contributes to increased student growth

Desert Heights has changed from using Houghton-Mifflin to using SRA Imagine It as the core curriculum for kinder through 6th grade. The curriculum review team made this decision based on research from the Florida Center for Reading Research and the alignment with the high academic expectations of the new Arizona Academic Standards (Attached is research from Indiana, a member of PAARC). The school has implemented a block scheduling system for kinder through 6th grade to allow for teachers to specialize in Reading instruction and for students to receive flexible ability grouping. 7th through high school are also focused on the common core standards (Arizona Academic Standards) taught by highly qualified English Language Arts teachers with the use of novel studies. The Response to Intervention program is focused on Reading Fluency for kinder through 6th grade. The reading specialist evaluates all students kinder through 3rd grade to determine if any discrepancies are due to whole class issues such as curriculum. This was the system in which Desert Heights found the past reading curriculum to be poorly aligned with current researched practices and standards. This system for monitoring reading fluency is systematic and implemented with fidelity (See attached flow chart).

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

Each of the two building principals monitors both the planning and the instruction of the Arizona Academic Standards on a weekly basis. Lesson plans are submitted before instruction begins, state standards are posted in each classroom and each teacher receives a minimum of one walk-through observation where alignment of these standards is measured along with instructional strategies. Annually, each teacher is required to submit a curriculum map to outline the timeframe in which all standards will be introduced and measured. Also, 50% of each teacher's effectiveness is based on Danielson's Framework for Teaching. This is a formal evaluation of the teacher's planning, classroom management, instruction and professionalism. This evaluation is completed during the first quarter of school and teachers are placed on professional development plans for any area scored as falls far below. The teacher is monitored daily until mid-year when growth is evaluated and a decision is made (up to termination).The other 50% is based on the students' academic growth and proficiency as measured by Galileo and AIMS.

3. A plan for monitoring and documenting increases in student growth

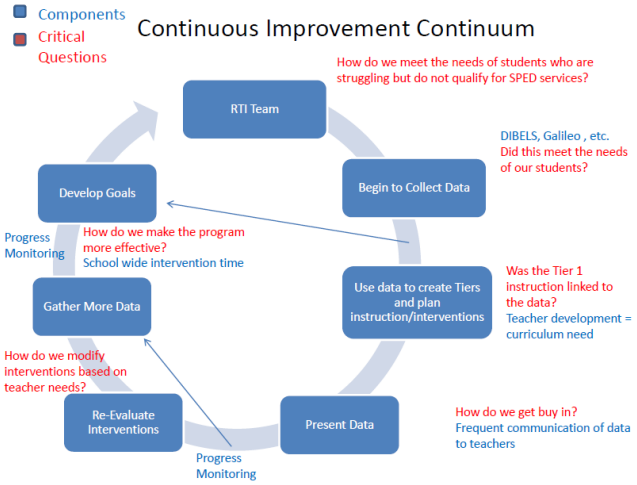
The Response to Intervention Program is focused on Reading Fluency and all students kinder through 3rd grade are evaluated by DIBELS three times annually, minimally (See attached flow chart). Based on this assessment, students receive additional instruction and monitoring by the Reading Specialist. Additionally, all students are evaluated using Galileo a minimum of three times annually. The first Galileo test is compared with AIMS data for placement in the flexible ability groups. Additionally, the lowest 25% of students, based on these two tests and classroom assessments will be placed on an Individualized Supplemental Instruction Plan. This ISI Plan will be used to document areas of focus, communicate a plan for additional support to the parents and students and to monitor growth towards these focus areas. In January, the same ISI Plan is implemented for the lowest 25% based on growth. Kinder through 4th grade students are evaluated by standards based grading specific to the common core (Arizona Academic) standards. Each standard is listed and students' proficiency is measured via assessments and project rubrics. The measurement is scored based on 25th percentiles and listed as Falls Far Below, Approaches, Meets, and Exceeds.

4. A professional development plan that contributed to increased student growth

Desert Heights' professional development plan includes a combination of scheduled pre-service and in-service opportunities, weekly professional learning communities and job imbedded professional development. Administration, lead teachers and board members review data and research to insure instruction is focused on the vision and mission of the school. Desert Heights instructional goals are standards based supported by project based learning and technology integration. Scheduled in-service is focused on data review and monitoring of plans and SMART goals. Additional support is provided for project-based learning. The PLC's meet weekly and focus on review of evidence of student learning, evaluative pieces and instructional practices. Examples of job-embedded professional development include peer observation, team planning, content specific individualized SMART goals, and student involvement in instructional planning and documentation of student learning. Minutes and agendas from all professional development are submitted weekly to administration for review.

1.a. Examples of Evidence – Reading

Response to Intervention



SRA Imagine Evaluation

Grade	ID	PA	P	F	V	C	INCC	IAS	M&E	A	PD	Total Score	Final Determination and Rubric
Grade K	42/74	34/56	25/56	4/30	27/58	29/58	Yes	N/A	5/8	3/6	5/10	174/356	Does not meet expectations
Grade 1	55/74	34/46	65/80	31/58	37/70	40/72	Yes	N/A	4/8	6/6	4/10	276/424	Meets or exceeds expectations
Grade 2	37/74	N/A	46/70	32/56	32/72	33/72	Yes	Yes	4/8	3/6	5/10	192/368	Meets or exceeds expectations
Grade 3	38/74	N/A	38/60	30/56	39/74	37/72	Yes	Yes	4/8	3/6	4/10	193/360	Meets or exceeds expectations
Grade 4	34/74	N/A	21/46	20/56	37/74	34/72	Yes	Yes	3/8	3/6	5/10	157/346	Does not meet expectations
Grade 5	39/74	N/A	23/46	30/56	37/74	36/72	Yes	Yes	4/8	3/6	5/10	177/346	Meets or exceeds expectations
Grade 6	66/74	N/A	26/46	41/56	52/74	62/72	Yes	Yes	7/8	6/6	7/10	267/346	Meets or exceeds expectations

- **ID:** Instructional Design
- **PA:** Phonological/Phonemic Awareness
- **P:** Phonics
- **F:** Fluency
- **V:** Vocabulary
- **C:** Comprehension
- **INCC:** Alignment to Indiana's Common Core Standards
- **IAS:** Alignment to Indiana Academic Standards
- **M&E:** Motivation and Engagement
- **A:** Assessment
- **PD:** Professional Development

2. *First Semester Outcome:* In the middle of kindergarten, on ISF, what percent are:
   Established: 54.4 Emerging: 44.1 Deficit: 1.5
   Is the outcome criterion (95% Established) met? Yes. Schoolwide System is a Strength / No. Go to 3 & evaluate progress

If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the beginning of kindergarten, what percentage of students schoolwide are
   Benchmark: 48.5% Strategic: 39.7% Intensive: 11.8%
4. *Adequate Progress of Benchmark Students:* Of the students who were Benchmark at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle of kindergarten? 33%
5. How would you rate the effectiveness of the core curriculum and instruction?
   - ☐ Strength – 95% to 100% of benchmark students achieve ISF goal.
   - ☐ Relative Strength –73% to 94% of benchmark achieve ISF goal
   - ☐ Needs Support – 53% to 72% of benchmark students achieve ISF goal.
   - ☑ Substantial Support – 0% to 52% of benchmark students achieve ISF goal.
6. *Adequate Progress of Strategic Students:* Of the students who were Strategic at the beginning of kindergarten, what percent achieved the ISF goal of 25 for the middle of kindergarten? 16.2
7. How would you rate the effectiveness of the schoolwide system of supplemental support?
   - ☐ Strength – 80% to 100% of strategic students achieve ISF goal.
   - ☐ Relative Strength –42% to 79% of strategic achieve ISF goal
   - ☐ Needs Support – 22% to 41% of strategic students achieve ISF goal.
   - ☑ Needs Substantial Support – 0% to 21% of strategic students achieve ISF goal.
8. *Adequate Progress of Intensive Students:* Of the students who were Intensive at the beginning of kindergarten, what percent achieved ISF of 10 (emerging) or 25 (established) for the middle of kindergarten? 67.9
9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
   - ☐ Strength – 80% to 100% of intensive students achieve ISF emerging or established.
   - ☐ Relative Strength –76% to 79% of intensive students achieve ISF emerging or established.
   - ☑ Needs Support – 55% to 75% of intensive students achieve ISF emerging or established.
   - ☐ Needs Substantial Support – 0% to 54% of intensive students achieve ISF emerging or established.
10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? If so, what is the plan to improve the effectiveness of the schoolwide system? (Use additional pages as needed.)

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1.b. Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in math?

Does Not Meet Standard:

- The school median SGPs bottom 25% for math is 42.5.

A sustained improvement plan that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of:

1. A curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25%

   Before the start of each school year, the curriculum review team analyzes the data from the AIMS test to determine trends specific to content areas, grade levels or classroom specific issues. Next, student specific information is reviewed to evaluate any trend in lack of growth. This process is repeated with all teachers during pre-service. In the first few weeks the all students are tested with Galileo. The teachers use a combination of AIMS data, Galileo data and classroom assessments to determine the lowest 25%. The students receive an Individualized Supplemental Instruction Plan which is reviewed with the parents. This 25% receive an hour of additional math instruction daily (5th-11th grade) or 30 minutes daily and one hour weekly (Kinder – 4th grade). The supplemental instruction is specific to the individual needs of the students. In January, the Galileo test is repeated and the lowest 25% is chosen based on lack of growth in comparison to the August testing. The ISI Plan process is then repeated or updated. If a student continues to not make necessary gains, the teacher to initiate a child study process that includes the special education team. A teacher may use supplement curriculum with teacher created resources, portions of Saxon Math, Pearson Math or Singapore Math. Many teachers use technology to provide practice of math fluency to assist students. If a child is not demonstrating adequate growth, the teacher must provide evidence of all supplemental instruction provided to assist the child study team in determining if a multi-disciplinary evaluation team is needed.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Each student's ISI Plan is submitted to administration for review. All focus standards are reviewed to insure alignment with the Arizona Academic Standards. Additionally, all lesson plans submitted weekly by the Math Specialist are reviewed for alignment to the standards. Weekly observations of the Math Specialist insure the posting of the standards and that instruction is specific to the standards. The Math specialist's formal teacher evaluation (50% of teacher effectiveness) is also completed within the first quarter of the school year. The Math specialist's effectiveness is based on the proficiency and growth of the students that previously did not meet standards as measured by the AIMS test. Any student not demonstrating growth as

measured by a combination of AIMS data, Galileo scores, and class assessments is submitted to a child study team to review the curriculum and instruction provided to the student and to analyze the results to determine in a multi-disciplinary evaluation team is needed review data further.

3. A plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25%

   All students not meeting the standards on the AIMS test are placed in AIMS math class (5th -11 grades) for an additional hour of math instruction daily. This data is combined with Galileo beginning of the year assessment and class assessments to determine placement in flexible ability groups (Kinder-8th grade). The lowest 25% of students, based on this data, receive an Individualized Supplemental Instruction Plan that is reviewed by parents and administration for quality and alignment. In January, all students are assessed with Galileo for comparative scores. ISI Plans are updated and all student data is analyzed to discover the lowest 25% based on lack of growth. This set of students is provided with an ISI plan which is reviewed with parents and administration for quality and alignment. If a student continues to lack necessary growth, a child study meeting is scheduled to review all curriculum, instruction, and achievement data to determine if a multi-disciplinary evaluation team is needed to review data and determine if more assessment data is necessary. In May, all students are evaluated with Galileo again. The lowest 25% of students based on growth and all students not proficient in grade level math standards are provided with free summer school instruction. This instruction is individualized and specific to standards not met. The students have individualized plans for the summer that are monitored throughout the program and evaluated before exiting summer school. Additionally, as the numbers of new students increase so does the number of students below the standards. Therefore, AIMS tests are required and Galileo testing is immediate.

4. A professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%.

   Professional development at Desert Heights is based on the Professional Development Leadership Academy's Continuous Improvement Continuum. Data is collected by administration and reviewed by a team that includes lead teachers and board members. The data is then reviewed with the entire staff and teachers begin to use this information to diagnose needs and develop plans. SMART goals are written and reviewed throughout the year at content specific professional learning community meetings. Currently, the school's focus is on instructing and monitoring proficiency and growth with the Arizona Academic Standards (common core). The lowest 25% in progressing grades have struggles most with this transition due to lack knowledge of number value and math fluency. Therefore, through high school teachers are working together to research and implement best practices for integrating manipulatives and technology to assist with this need. Every professional development opportunity includes support for instruction with these new standards.

1.b. Examples of Evidence – Math

Component of Child Study Form

Child Study Meeting Form

Student Name: BLANK **Grade:**__7__**Teacher_Gaboury**____
Reason for referral: low retention, loses focus, low scores
Student History
Has the student been retained? YES NO **If yes, what grade?**_____
Attendance: Days Absent 3 Days Tardy 1
Medical Information: Born premature
Is the student an English Language Learner? YES **NO**

Most current AIMS scores:				
Reading:	FFB	Approaches	**Meets**	Exceeds
Writing:	FFB	Approaches	**Meets**	Exceeds
Math:	**FFB**	Approaches	Meets	Exceeds
N/A				

Current Galileo Scores (Grade equivalent):	First time assessed N/A		
Reading: _56%_ Trends:	Scores Increasing	Scores Decreasing	Scores Stable
Math: _26%__Trends:	Scores Increasing	Scores Decreasing	Scores Stable
LA: _37%_____Trends:	Scores Increasing	Scores Decreasing	Scores Stable
Science: _____Trends:	Scores Increasing	Scores Decreasing	Scores Stable

Current Grades:	**Past Grades (if available):**
Math: 57% in Math AIMS and 68% in 7/8 math	Math: C

Component of ISI Plan

3. ASSESSMENT INFORMATION

FFB in Grade 8	15/45 (33%)	79% (C), Quarter-1
Math AIMS Score	Math Galileo Score	Math Class Assessments Average

4. PRIORITY AREAS OF CONCERN *(as identified from analysis of assessment information above)*

MATHEMATICS (Specific skills, competencies, knowledge needed, instructional strategies, areas of weakness)

AZ-HS.F-IF INTERPRETING FUNCTIONS

AZ-HS.F-IF.4.
For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

AZ-HS.F-IF.5.
Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.

AZ-HS.F-IF.7.a
Graph linear and quadratic functions and show intercepts, maxima, and minima.

Example of Scantron's use to monitor student growth (Galileo is now being used but comparative scores will not be available until January assessment)

A1 | 10 th Grade

	10 th Grade	Highest Previous Score	January Score	Difference	Spring Low	Growth Needed by May	May Score	Difference	
2	[redacted]	2873	2869	-4	2635		3177	304	← More than 100 points growth in one year
3	[redacted]	2801	2875	74	2635		2887	86	
4	[redacted]	3037	3020	-17	2635		3098	61	← Negative Growth
5	[redacted]	2750	2858	108	2635		3114	364	
6	[redacted]	2745	2649	-96	2635	-14	2767	22	
7	[redacted]	2645	2533	-112	2635	102	2780	135	
8	[redacted]	3022	3184	162	2635		3297	275	
9	[redacted]	2796	2827	31	2635		2902	106	
10	[redacted]	3012	3097	85	2635		3200	188	
11	[redacted]	3237	3326	89	2635		3284	89	
12	[redacted]	2906	2990	84	2635		3085	179	
13	[redacted]	2985	2842	-143	2635		3033	48	
14	[redacted]	2851	2830	-21	2635		2738	-21	
15	Average			18.46154				141.2308	54% students showed more than 100 points growth.

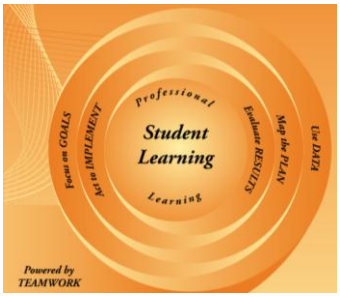
Grade-10 / Grade-9 / Grade-8 / Grade-7 / ISI PLAN

Outcomes from November In-services based on data from low teacher results from DOMAIN 3: Instruction component 3b. Using Questioning and Discussion Techniques as measured by Danielson's Framework for Teaching

Outcomes

- Practice three discussion techniques
- Discuss the purpose of grades
- Discuss school wide discipline policies
- Discuss the components of a PLC
- Create an agenda for the next PLC
- Determine a late work policy
- Have an action plan for processing perception data (surveys)
- Reflect on personal professional learning

PDLA Continuous Improvement Model



1.b. Are the lowest-performing students making adequate growth based on the median student growth percentiles (SGP) of the lowest 25% of students in reading?

Does Not Meet Standard:

- The school median SGPs bottom 25% for reading is 37.

A sustained improvement plan that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of:

1. A curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25%

SRA Imagine provides intervention materials for struggling students. For example, for kinder through 2nd grades Imagine It! Phonics Kits build the reading foundational skills with students who need additional support. SRA Imagine It! Phonemic Awareness and Phonics Kits develop the early literacy skills needed to apply the concepts of the Common Core State Standards. Instruction includes phonological and phonemic awareness, systematic, explicit phonics and fluency instruction. This support is best used with tier two students within the classroom by the classroom teacher. Tier three students receive supplemental instruction in small groups or individually from the reading specialist. The reading specialist uses a combination of Headsprout, Read Naturally, SRA Horizons, and SRA Corrective Reading as needed based on the needs of the students. Comprehension needs for students in grades 5-11th are managed with ISI Plans that include vocabulary building activities, graphic organizers, and practice of comprehension strategies provided by the classroom teacher. Annual review of student data is compared with current research of intervention resources during the Title I review process by the Title I team which includes administration, Federal Program Director, teachers, parents and reading specialist. This team determines how Title I moneys will be spent to maximize learning opportunities for the students not meeting grade level standards.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

Kinder through 4th grade students receive tiered support based on the RTI model and supported by the Reading Specialist. All lesson plans submitted weekly by the Reading Specialist are reviewed for alignment to the standards. Weekly observations of the Reading Specialist insure the posting of the standards and that instruction is specific to the standards. The Reading Specialist's formal teacher evaluation (50% of teacher effectiveness) is also completed within the first quarter of the school year. The Reading Specialist's effectiveness is based on the proficiency and growth of the students that previously did not meet standards as measured by the AIMS test. 5th – 11th grade students in the lowest 25th percentile receive an ISI Plan submitted to administration for review. All focus standards are reviewed to insure alignment with the Arizona Academic Standards. Additionally, Any student not demonstrating growth as measured by a combination of AIMS data, Galileo scores, and class assessments is submitted to a child study team to review the curriculum and instruction provided to the student and to analyze the results to determine in a multi-disciplinary evaluation team is needed review

data further. All teachers receive weekly observations and submit weekly lesson plans to insure the integration of Arizona Academic Standards.

3. A plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25%

Desert Heights conducts ongoing evaluation of the impact of RTI on student achievement (with particular focus on tier two and three in reading fluency) and the fidelity of implementation using evaluation data to identify desirable and undesirable innovations. Desert Heights refines the implementation plan, guidance, procedures and policies based on evaluations. All students receiving services are monitored frequently and plans are modified as needed. Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring is implemented with individual students and entire classes. In progress monitoring, attention focuses on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths. All students in grades kinder through 3rd grade are screened by DIBELS and reassessed three times annually. At risk students have their progress monitored weekly and the results are sent to teachers and administration by the reading specialist. 4th grade and higher are screened with DIBELS for additional assessment information as needed. 4th grade reading comprehension is monitored with Star Reader and Galileo. The lowest 25% of students performing on Galileo in grades 5 – 11 receive an ISI Plan and additional instruction for monitoring of growth.

4. A professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%.

Professional development at Desert Heights is based on the Professional Development Leadership Academy's Continuous Improvement Continuum. Data is collected by administration and reviewed by a team that includes lead teachers and board members. The data is then reviewed with the entire staff and teachers begin to use this information to diagnose needs and develop plans. SMART goals are written and reviewed throughout the year at content specific professional learning community meetings. Currently, the school's focus is on instructing and monitoring proficiency and growth with the Arizona Academic Standards (common core). Every professional development opportunity includes support for instruction with these new standards.

1.b. Examples of Evidence – Reading

NATIONAL CENTER ON RESPONSE TO INTERVENTION

WHAT IS RTI? | IMPLEMENTING RTI | RESOURCES | COMMUNICATION | STATE ASSISTANCE | ABOUT US

Home

Progress Monitoring Tools

View the Progress Monitoring Mastery Measures Tools Chart

Subject: Select Subject Grade: Select Grade Filter Reset

Tools	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data	COMPARE / RESET
Dynamic Indicators of Basic Early Literacy Skills (DIBELS 6th Edition)	Oral Reading Fluency	●	—	●	—	●	●	●	○	No	●	☐
STAR	Reading	●	●	●	●	●	●	●	●	No	●	☐

Legend: ● Convincing evidence ◐ Partially convincing evidence ○ Unconvincing evidence — Data unavailable or inadequate

* Added in the 2011 review ¹ Updated in the 2011 review

Kierie Brown

Component of ISI Plan

STUDENT scored in the lowest 25% of the class group in Reading. STUDENT will respond well to intervention strategies.

[redacted] will master the following objectives:

AZ-RI.5.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

AZ-RI.5.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

AZ-L.5.5c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Revised 8/24/2010

5. STRATEGIES FOR ADDRESSING AREAS OF CONCERN

School Day Recommended Options/Programs					
Program Name	Program Description	Status			
READING	Student will participate in 30 minutes of semi-weekly, small group reading/writing support including comprehension builders, fluency, sentence and	☐	Accepted	☐	Declined

Example of In-Service Agenda

Desert Heights Charter School

Friday, November 9, 2012 DHCS Cafeteria

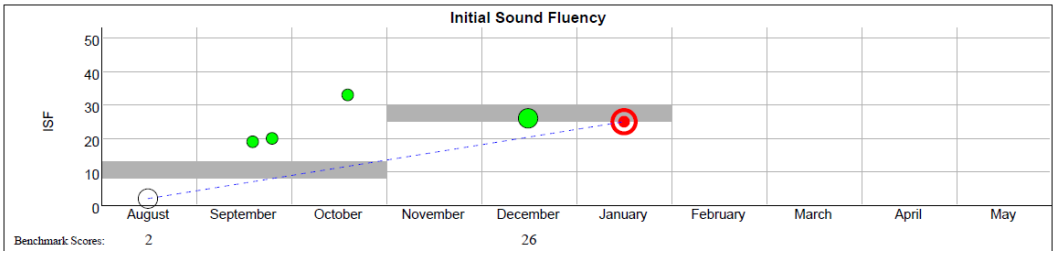
9:00 am - 10:30 am	DIBELS Sue Otto
10:30 am - 11:00 am	Common Core ELA Video
11:00 am - 11:30 am	Peer Coaching Meeting: Discuss progress toward goal With Peer Coach
11:30 pm - 12:30 pm	Lunch
12:30pm - 1:30pm	Galileo Q and A Leigh Acla
1:30pm - 3:00pm	Table Discussion: How has Common Core shifted your teaching methods? What methods have shown to be successful? Group

Example of Progress Monitoring – Student's name removed

Class: Oviedo K-2
Grade: Kindergarten
Year: 2012-2013
School: Desert Heights Charter School
District: Desert Heights Charter Academy (Gl

UO DIBELS Data System

Legend
Target Bar
Target Goal
Benchmark Assessment
Progress Monitoring Assessment
Aimline | Phase Line a Note
Score Above Graph Bounds
Score At or Above Aimline
Score Below Aimline
Consider Adjusting Intervention



2.a. Are students achieving proficiency on state examinations in math?

Does Not Meet Standard:

- The school's proficiency rates are below state average at 61 for math.

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of:

1. A curriculum that contributes to increased student proficiency

Desert Heights uses an annual review process to evaluate and revise curriculum as needed. The team of administrators and lead teachers analyze student achievement data and updated state standards to determine the effectiveness of the currently used curriculum. This process has led to a change from using Saxon Math as the core curriculum for math, to using to the Arizona Academic Math Standards as the core curriculum. Teachers are meeting weekly to share resources for meeting and evaluating these standards. The school has implemented a block scheduling system for kinder through 6th grade to allow for teachers to specialize in Math and for students to receive flexible ability grouping. 7th through high school have ability based math courses taught by highly qualified math teachers. The school is currently researching new curriculum options and a few teachers are using Singapore Math. However, cost for resources must be analyzed and alignment with the common core standards is the priority. As new resources are needed for middle and high school, textbooks are being replaced with Pearson online texts. In 5th grade through 11th grade, any student who did not pass AIMS is receiving Title I services which includes an additional hour of daily math instruction specific to the areas of need as noted on the AIMS test.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

Each of the two building principals monitors both the planning and the instruction of the Arizona Academic Standards on a weekly basis. Lesson plans are submitted before instruction begins, state standards are posted in each classroom and each teacher receives a minimum of one walk-through observation where alignment of these standards is measured along with instructional strategies. Annually, each teacher is required to submit a curriculum map to outline the timeframe in which all standards will be introduced and measured. Also, 50% of each teacher's effectiveness is based on Danielson's Framework for Teaching. This is a formal evaluation of the teacher's planning, classroom management, instruction and professionalism. This evaluation is completed during the first quarter of school and teachers are placed on professional development plans for any area scored as falls far below. The teacher is monitored daily until mid-year when growth is evaluated and a decision is made (up to termination).The other 50% is based on the students' academic growth and proficiency as measured by Galileo and AIMS.

3. A plan for monitoring and documenting student proficiency

Student achievement data is reviewed during pre-service, and quarterly throughout the school year as an entire staff. Each grade level and content level team establishes and SMART goals based on this data and revisit and revise these goals during weekly PLC meetings. Common planning time in allocated for these teams to review student work and plan, implement, monitor and review evidence of student proficiency. Each teacher submits comparisons of benchmark testing and meets with administration to review the data. All benchmark, formative and summative data is presented to the school board and communicated to our parent population. Each student's specific data is discussed with parents twice annually and sent home quarterly. Kinder through 4th grade receives quarterly standards based report cards. 5th through 11th grade students grades are 50% based on assessment, 40% on projects and 10% on practice results. 50% of all teachers' effectiveness evaluation is based on student performance and growth demonstrated on AIMS (Group A).

4. A professional development plan that contributes to increased student proficiency

Desert Heights' professional development plan includes a combination of scheduled pre-service and in-service opportunities, weekly professional learning communities and job imbedded professional development. Administration, lead teachers and board members review data and research to insure instruction is focused on the vision and mission of the school. Desert Heights instructional goals are standards based supported by project based learning and technology integration. Scheduled in-service is focused on data review and monitoring of plans and SMART goals. Additional support is provided for project-based learning. The PLC's meet weekly and focus on review of evidence of student learning, evaluative pieces and instructional practices. Examples of job-embedded professional development include peer observation, team planning, content specific individualized SMART goals, and student involvement in instructional planning and documentation of student learning. Minutes and agendas from all professional development are submitted weekly to administration for review.

2.a. Examples of Evidence

Example of Saxon Correlation to Common Core

Saxon Math 3 ©2012 correlated to the
Common Core State Standards for Mathematics, Grade 3

Domain	Standard	Text of Objective	*Saxon Math 3* Citations	Description
Standards for Mathematical Practice	1.	Make sense of problems and persevere in solving them.	This standard is covered throughout the program; the following are examples. **INSTRUCTION:** **New Concept**: Lessons 11, 22, 35-2, 66, 133 **Problem-Solving Strategies:** Lessons 10-1, 20-1, 30-1, 40-1, 50-1, 60-1, 70-1, 80-1, 90-1, 100-1, 110-1, 120-1, 130-1 **MAINTENANCE:** **The Meeting** (Problem of the Day): Lessons 1, 2, 10-2, 12, 19, 20-1, 30-1, 36, 40-2, 53, 62, 74, 84, 101, 119 **Written Practice:** Lessons 2, 3, 4	Problem solving is integrated into the *Saxon Math* program every day. Focusing on a four-step problem solving process, which guides students to understand, plan, solve and check, *Saxon Math* teaches students a consistent process for evaluating different problem solving situations and persevering in solving them. The four steps closely mirror the different aspects of this Standard for Mathematical Practice, encouraging students to understand the problem and make a plan before solving. Students also end by checking their solutions, providing opportunities to ask, "Does this make sense?" and re-direct if necessary. In *Math 3*, problem solving occurs in many different portions of the lessons. The daily Math Meeting offers discussion and communication on problem solving every day, with many of the problems focus on numbers, patterns, and sorting/classifying. This prepares children for solving more complex problems as they move up the grade levels. The Teacher's Manuals also support teachers as they guide students through the four-step problem solving process during the instructional portion of the lesson. For example, lesson 110-1 provides a modeled dialogue that highlights the understand, plan, solve and check process. This prepares students for a Performance Task where they apply their learning independently.

Example of Galileo Class Data (Students' names removed)

School	Desert Heights Charter School
Class	Pre-Algebra A: Verma: PREALG-16 S1
Test	2012-13 ATI AZ CC CBAS Math 08 Gr. #1

Class Test Statistics	
High Score	29.00/45 = 64.44%
Low Score	11.00/45 = 24.44%
Average Score	19.21/45 = 42.68%

Questions	Max	Al	Ar	Ba	Ch	Cr	Da	Gk	Go	Go	Go	Ha	Ho	Ho	Jai	Kn	Lh	Lo	Class Item %
43	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	0.0	0.0	0.0	1.0	**73.53%**
44	1.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	1.0	1.0	0.0	**67.65%**
45	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	1.0	0.0	0.0	**38.24%**
	45.00	**15.00**	**20.00**	**13.00**	**25.00**	**22.00**	**20.00**	**11.00**	**26.00**	**29.00**	**23.00**	**21.00**	**29.00**	**13.00**	**19.00**	**19.00**	**23.00**	**16.00**	
	%	**33.3%**	**44.4%**	**28.9%**	**55.6%**	**48.9%**	**44.4%**	**24.4%**	**57.8%**	**64.4%**	**51.1%**	**46.7%**	**64.4%**	**28.9%**	**42.2%**	**42.2%**	**51.1%**	**35.6%**	**42.68%**

Teacher Effectiveness Rubric

TEACHER EFFECTIVENESS SYSTEM			
Area	**Available Points**	**Points Earned**	
Classroom Level Data Total	**40**		
Group A: AIMS Group B: Percent Meeting Grade Level Tracked Objectives	20		Percent meeting on AIMS or GL Objectives (e.g., 90% Meeting = 18 points)
Growth Based on Tracked Objectives	20		(Core Standards if available for content) Percent of students making at least one year's growth (e.g., 90% = 18 points)
School Based Data Total	**10**		
AZ Profile Score	10		(A -10, B–8, C-6, D-4, F-0)
Teaching Performance/Evaluation	**50**		Points can be earned up to, but not over 50
Meeting Process Complete	6		
Results	44		2 points for meets in each of the 22 areas measured, 1 point approaching and 0 points for unsatisfactory, 2.5 points for exceeds
Total Points	**100**		

Example of Math PLC Meeting Minutes

Date: 9/17/12 Time: 11:00-12:15 Location: 201

Members Present: Amanda Gaboury, James Oliver, Meredith Shield, Neeru Verma, Vesna Terzic
Not Present: Rachel Greenfield, Daniel Bremer

Today's Meeting Notes:	
Topic	**Decisions**
1. Individual and Class goals 2. Child Study Form 3. Strategies for low students 4. Galileo	1. Terzic presented her goals. 2. Neeru will email form and Amanda will start for a student. 3. Try different things: manipulates modeling, repeating instruction, games, etc. 4. Make sure to test all new students and any transferred students. Observe results and tests.

2.b. Are students performing as expected on state examinations in math given the characteristics of the school's population?

Does Not Meet Standard:

- The schools performance in math received a score of -4.3

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in math as compared to schools that serve similar populations through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: FRL

   Desert Heights completes an annual curriculum review which has led to a completely new curriculum for reading, however math curriculum is currently being studied as the textbook publisher are updating curriculum to meet the common core standards. Desert Heights' math curriculum is the Arizona Academic standards. Teachers create curriculum maps to outline the standards and lesson plan to insure students' opportunity to demonstrate proficiency in all standards. Curriculum resources used by teachers vary dependent on the needs of each flexible ability grouped math class. Saxon Math is provided for all grade levels but many teachers supplement to meet the standards and the needs of each class. The annual curriculum review team will continue to research based on updates by publishers and to meet the changing needs of the population (low ELL, rapidly increasing FRL and Sped. students).

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Each of the two building principals monitors both the planning and the instruction of the Arizona Academic Standards on a weekly basis. Lesson plans are submitted before instruction begins, state standards are posted in each classroom and each teacher receives a minimum of one walk-through observation where alignment of these standards is measured along with instructional strategies. Annually, each teacher is required to submit a curriculum map to outline the timeframe in which all standards will be introduced and measured. Also, 50% of each teacher's effectiveness is based on Danielson's Framework for Teaching. This is a formal evaluation of the teacher's planning, classroom management, instruction and professionalism. Component 4.f (Professionalism) evaluates teachers' advocacy for ill-served students, such as FRL students. This evaluation is completed during the first quarter of school and teachers are placed on professional development plans for any area scored as falls far below. The teacher is monitored daily until mid-year when growth is evaluated and a decision is made (up to termination).The other 50% is based on the students' academic growth and proficiency as measured by Galileo and AIMS.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: FRL

   The Instructional Improvement Cycle supported through Galileo K-12 Online begins with goal-setting and planning and is followed by implementation, then evaluation; the results of evaluation then inform decisions guiding the next goal-setting and planning stage. These stages are referred to as Plan, Act, Evaluate/Adapt. Desert Heights works collaboratively with ATI in planning the implementation of instructional improvement technology, designing standards-aligned assessments and instructional content with Galileo tools including Assessment Planner, Test Builder, Dialog Builder, and Dialog Book Builder, scheduling activities using the Bulk Scheduler for school-wide assessments and the Class Calendar for classroom assessments and instruction, including online Instructional Dialogs, and to automatically create and schedule Intervention Groups reflective of individual student needs as identified in assessments. Desert Heights is currently implementing plans that include multiple instruction and assessment delivery options, and monitoring participation in assessments and instruction using the Test Monitoring and Dialog Monitoring reports. In January, after the second benchmark testing, Desert Heights will be able to create reports of student achievement aggregated at multiple levels and providing actionable information to administrators, teachers, parents, and students, and examine student progress using assessment reports providing developmental level scores placed on a common scale through a research program including continuous item calibration using Item Response Theory (IRT). Teachers and administrators are able to aggregate and disaggregate assessment data at the student, class, and school level to assist in implementing interventions at multiple levels, run the Intervention Alert report to identify the learning standards for which students have demonstrated mastery and for which further instruction is needed, access Item Analysis Report data to determine what students have learned and what they need to learn to progress further, evaluate instruction based on reliable and valid assessment information including continuously updated forecasts of student achievement on statewide tests, and identify students at risk of not demonstrating mastery on the statewide assessment by using the Benchmark Results dashboard. Also, Desert Heights can report a projection of the mastery rate for students on statewide assessments and AYP subgroups.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: FRL

   Desert Heights has begun to use a process for Data Conversations with a focus on student achievement and its implications for classroom planning and instruction. For each type of data conversation, we define the purpose, identify possible data sources, recommend frequency, possible foci of the conversation, and identify who should be involved. Effective data conversations include SMART goals for student learning, monitoring student learning, agreement that data used is a good measure, a team facilitator and a team recorder. These data conversations include disaggregation of student achievement.

2.b. Examples of Evidence – FRL Math

FRL Population Data

Student Population as of 12/31/12
Program: No Child Left Behind
Head Count (main enrollments only)

Ethnic Codes:	<A>	<B>	<H>	<I>	<W>	<Total>
Code Totals:						
Male:	10	22	43	1	84	160
Female:	4	23	50	----	101	178
Total:	14	45	93	1	185	338

Saxon Success in a similar FLR population

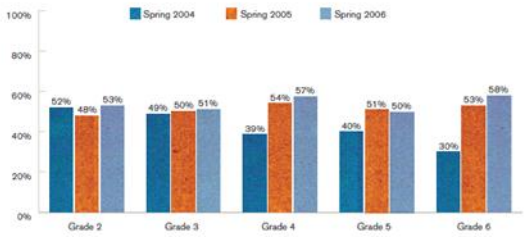
I have worked with the Saxon program at three schools. Teachers like this program because it presents a continuous cycle of review as it presents new concepts and skills in a clear format. Parents of students in grades K–3 have also appreciated the user-friendly homework piece.

Saxon Math supports teachers who are new to the mathematics program at a given grade level. More experienced teachers can use the given directions as a starting place and can easily extend and differentiate the lesson for students who would benefit.

Anne Birchfield
Principal
Garfield Elementary School
Carmichael, CA

SCHOOL DATA
Principal: **Anne Birchfield**
County: **Sacramento**
Type: **Public**
Metro Status: **Suburban**
District: **San Juan USD**
Grade Levels: **K–6**
Number of Students: **470**
Number of Teachers: **25**
Students Qualifying for Free Lunch Program: **60%**
Multicultural Student Population
African American: **11%**
Caucasian: **69%**
Hispanic American: **11%**
**Remaining 9% is a mix according to Anne Birchfield*

PERCENTAGE OF STUDENTS SCORING PROFICIENT OR HIGHER ON THE CALIFORNIA STANDARDS TEST: THREE YEARS, GARFIELD ELEMENTARY SCHOOL



Scoring Rubric for Component of Danielson's Framework for Teaching

Component 4f: Showing Professionalism				
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Evaluation of Data Conversations (Including subgroups)

On each scale, circle the number that best represents the degree to which you feel your school has developed.		3	2	1
are built on disaggregated student achievement data.	**Use of Variety of Data** At least 3 different types of data are used to drive school improvement plan goals that are grade level and subject specific.	At least 2 different types of data are used to drive school improvement plan goals.		Only one type of data is used to drive school improvement plan goals.
	5	4	3	2	1
	Level of Disaggregation All data utilized to drive school improvement plan is disaggregated by ethnicity, demographics, gender, special designations, language proficiency and any other relevant factors.		Student achievement data is disaggregated only by 2-3 factors such as ethnicity and language proficiency, and this is used to drive school improvement plan decisions.		No disaggregated data is examined or used by the school improvement team.

2.c. Are students in subgroups achieving proficiency on state examinations in math compared to state subgroups?

Not Rated:

- The schools ELL subgroup was not rated for Math

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in math in one or more of the following categories: ELL, FRL, students with disabilities through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL

   The National Council of Teachers of Mathematics (NCTM) states that schools and teachers that serve EL students must identify and use instructional strategies that make content more accessible in a second language. The Saxon Math curriculum and its pedagogy provide these students with opportunities to develop their mathematical understanding and proficiency while also increasing language development through the use of proven instructional strategies. Predictable Routines in the classroom help create a sense of security and reduce the anxiety. The Power-Up focuses on reinforcing and building foundational skills, mental math abilities, and problem solving strategies. During New Concepts, teachers introduce new material by associating previously taught concepts and linking ideas together. This method allows EL students to gain a deeper understanding of how and why skills connect and build. Saxon Math's use of graphic organizers help students understand and organize information and also help EL students develop higher levels of thought and promote creativity. The use of a variety of visual aids, including pictures, diagrams, and charts, helps EL students easily recognize essential information and its relationship to supporting ideas. Cooperative learning activities work especially well with English Language Learners because cooperative group learning allows them to develop their second language proficiency skills as they interact with native speakers in a low-anxiety environment. These small groups promote positive interactions and frequent opportunities to speak with and observe trusted peers who then share the learning strategies that worked for them. Pairing instructional talk with visual communication cues such as pictures, graphs, objects, and gestures help EL students comprehend the content that is being presented. Saxon Math provides the language support through visual images and multiple representations. Saxon Math encourages the use of manipulatives and other visual aids to help these students develop concepts and understanding. This emphasis encourages second-language-learners to expand their mathematical abilities without getting bogged down in issues related to language acquisition. Flexible grouping gives students an opportunity to work with other students in an interactive and encouraging way.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Monitoring for Arizona State Standards with ELL students is the same for monitoring instruction for all learners with the addition of subgroup data reports used as a resource from Galileo and AIMS assessments. However, ELL students are tracked closely with an Individualized Learning Plan based on Arizona's English Language Proficiency Standards. Instruction based on ELP standards amounts to 240 minutes daily, the second priority are the Arizona Academic Math Standards which amount to 65 to 130 minutes of daily instruction based on grade level and individual student needs. The math instruction is monitored for integration of Arizona Academic Standards through review of curriculum maps, lesson plans, weekly walk-through observations, and annual evaluations.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL

   Both state and federal laws mandate that local educational agencies (LEAs) must increase the English proficiency of Arizona K-12 English Language Learner (ELL) students of limited English proficiency. They must do so by providing high-quality language instruction programs. The effectiveness of these programs is measured by students demonstrating increased English proficiency and achieving competency in the core academic content areas. NCLB requires that every student in Arizona meet state standards in reading/language arts and mathematics, i.e., pass the Arizona Instrument to Measure Standards (AIMS) by the year 2013-2014. Therefore, Math standards will be monitored closely through the use of Galileo data, classroom assessments, and AIMS data. A review of all data occurs a minimum of four times annually by all staff members, and weekly for any student not demonstrating proficiency or adequate growth in grade level standards, including ELL students. Additionally, the state monitors Desert Heights ELL program and students' annual measurable achievement objectives.

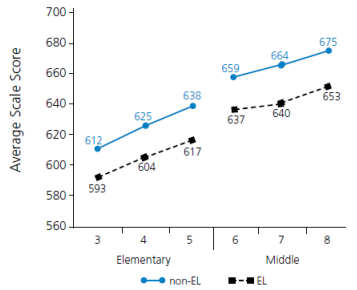
4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL

   Desert Heights has begun to use a process for Data Conversations with a focus on student achievement and its implications for classroom planning and instruction. For each type of data conversation, we define the purpose, identify possible data sources, recommend frequency, possible foci of the conversation, and identify who should be involved. Effective data conversations include SMART goals for student learning, monitoring student learning, agreement that data used is a good measure, a team facilitator and a team recorder. These data conversations include disaggregation of student achievement.

2.c. ELL Math Examples of Evidence

Example of Saxon Math success with ELL population

Figure 1.
Saxon Math students: CAT 6 (2003–2004) math performance by English Learner status.



Note. F for change among ELs from third to fourth (1, 3090) = 49.92, $p < .001$. F for change among ELs from fourth to fifth (1, 2549) = 47.23, $p < .001$. F for change among ELs from sixth to seventh (1, 3164) = 9.53, $p < .001$. F for change among ELs from seventh to eighth (1, 2794) = 64.86, $p < .001$.

On the CAT 6, ELs and non-ELs using *Saxon Math* show increasing math performance as they progress from one grade level to the next.

Example of Math Lesson Plan

LESSON PLAN – Nov29, 2012

Title:	Determining Line of Best Fit
Grade Level:	9th,10 and 11th

Standards:
Statistics and Probability: Interpreting Categorical and Quantitative Data (S-ID)
HS.S-ID.6. a, b, c- Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Learning Objectives:
Students will be able to
- Identify patterns in data plotted on a scatterplot.
- Explain the relationship between the slope of the line of best fit and the type of correlation.
- Contrast strong and weak correlations.

Key Vocabulary:
Scatterplot, line of best fit, correlation

Materials:
Notebook, pencil, graph paper, computer, Interactive board , graphing calculator Power Point Presentation

Aggregate Galileo Data – ELL 3rd Grade Math Population Scores

Aggregate Test Scores

School: Desert Heights Charter School
Test: 2012-13 ATI AZ CC CBAS Math 03 Gr. #1
Avg Score: 39.44%

Class	Avg Raw Score	Avg % Score
Elementary Math B: Jarrell: EMB-Y8J		
Homeroom 03: Crawford: 3 - 2 Crawford (1)	19.00	42.22 %
Homeroom 03: Davis: 3 - 3 Davis		
Homeroom 03: Smith: 3 - 4 Smith (1)	16.00	35.56 %
Homeroom 03: Von Tobel: 3 - 1 Von Tobel (2)	18.00	40.00 %

Filters Used On Report

Student Information 2012-2013 Extended Student Data
Gender No gender specified

Primary Language
Arabic
Japanese
Romanian
Serbian
Spanish
[Not Specified]

AIMS ELL 7th Grade Math Results

7th Grade Math			All Students	By Ethnicity					By Service			By Achievement
				A	B	H	I	W	ELL	SPED	Low SES	Bottom 25%
AMO												
Confidence Interval	AIMS	Percent Proficient	69	100	60	56	0	83	100	0	75	
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—	
		Upper Bound of Interval	84	100	111	83	0	101	100	0	96	
	Result	Met Percent Proficient (58%)	Y	Y	Y	Y	N	Y	Y	N	Y	
Safe Harbor	AIMS	Prior Year Proficiency	59	0	80	20	0	74	—	25	56	
		Current Year Proficiency	69	100	60	56	0	83	100	0	75	
		Percent Improvement	24	100	-100	45	0	35	0	-33	43	
		Met Percent Improvement	Y	Y	N	Y	N	Y	N	N	Y	
	Additional Indicators	Additional Indicator Rate	95	100	100	95	100	96	—	100	93	
		Met Additional Indicator Rate	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Growth Model		Percent Meeting Growth Target	56	100	60	44	0	65	50	0	54	
		Met Growth Target	N	—	—	—	—	—	—	—	—	
Overall AMO Determination		Met AMO Determination	✔	NE	NE	NE	NE	NE	NE	NE	NE	

2.c. Are students in subgroups achieving proficiency on state examinations in reading compared to state subgroups?

Not Rated:

- The school's ELL subgroup was not rated for reading

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading in one or more of the following categories: ELL through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL

   SRA Imagine It provides differentiation that includes additional and specific support for English Language Learners. English Learner strategies are outlined in the Differentiated Instruction lesson planner in each unit of the Teacher's Editions. Additionally there is an English Learner Support Guide, English Learner Support Activities, English Learner Support Annotated Teacher's Editions, English Learner Support Blackline Masters, opportunities to pre-teach and teach vocabulary and concepts using a Realia Kit and the SRA Photo Library for visual representations, and English Learner Leveled Readers for extra practice and to build confidence reading in English.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Monitoring for Arizona State Standards with ELL students is the same for monitoring instruction for all learners with the addition of subgroup data reports used as a resource from Galileo and AIMS assessments. However, ELL students are tracked closely with an Individualized Learning Plan based on Arizona's English Language Proficiency Standards. Instruction based on ELP standards amounts to 240 minutes daily. The ELP Standards provide prerequisite language skills for English language learners (ELLs) to access academic content. The standards provide the foundational linguistic knowledge for students who are not proficient in English. A strong grammatical foundation is essential in the language acquisition process for ELLs. There is a purposeful overlap of the ELP and the Common Core language skills. During the vertical and horizontal alignment process, the Common Core State Standards were referenced. The ELP Standards provide pre-requisite language skills to the Common Core State Standards. The reading instruction is monitored for integration of Arizona Academic Standards through review of curriculum maps, lesson plans, weekly walk-through observations, and annual evaluations. Walk- through observations use the ILLP classroom observation form.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL

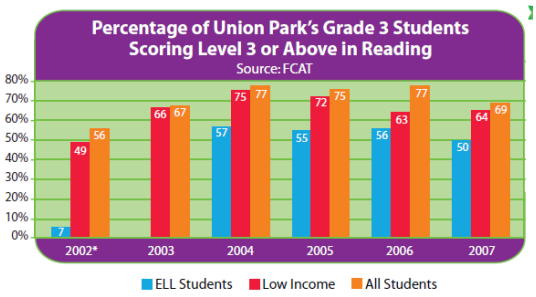
Due to the low number of ELL students at Desert Heights, ELL students receive an Individualized Language Learner Plan. This ILLP is for the exclusive use of schools with 20 or fewer English language learner (ELL) students within a three-grade span (including kindergarten for counting purposes). The ILLP is written after consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who are involved in the instruction based on the ILLP, ELL coordinator and a site administrator. This will comprise the ILLP team. The plan is signed by all parties of the team and will be placed in the student's ELL file for documentation/compliance/accountability purposes and for review by other classroom teachers of the English language learner. A copy of such plan is located in the classroom for implementation by the mainstream classroom teacher. The ILLP is reviewed quarterly (or in accordance with reporting period) by the teachers administering the ILLP and after each administration of the AZELLA. Documentation is provided during each instructional reporting period. Based on the review of progress, modifications (if any) are made. All ILLPs are completed annually for each ELL student.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL

Annually, Desert Heights' ELL Coordinator reviews current data for the school's ELL population along with the process required for servicing and monitoring these students. ELL students are clustered in one class per grade level. The ELL coordinator meets monthly with the teachers to monitor and support the instructional practices specific to the ELP standards and the ELL students' differentiated needs.

2.c. Example of Evidence – ELL Reading

Evidence of Curriculum Support



ILLP Classroom Observation Form

ILLP ELLs in a Mainstream Classroom Observation			
All Questions MUST be Answered			
Please note: ILLP class is not intended to be an ELD class			
Short description of class			
✓ The description should be concise and short ✓ Title of class assigned by the school ✓ Description of whether it is a self-contained class, or an individual section			
Model Implementation			
Does the teacher have an ILLP for each ELL ?	Y	N	
✓ Evidence of an ILLP in the classroom for each ELL ✓ If you answer NO, you MUST provide documentation to support observation Unable to determine not acceptable answer			
Has the Required Documentation been signed by parents, and teachers utilizing the ILLP?	Y	N	

Example of ILLP Monitoring Document

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:		*AZELLA Composite Result: *AZELLA Date:		
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	
***Required ILLP Areas**	***Time Allocation**	***Teacher Responsible For Instruction**	***Teacher Highly Qualified****	***ELP Standards and Performance Indicators to be Covered**	***Target Date**
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y		

2.c. Are students in subgroups achieving proficiency on state examinations in math compared to state subgroups?

Did Not Meet Standard:

- The school's Special Education subgroup scored a 14 in math

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in math in one or more of the following categories: students with disabilities through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: students with disabilities

   At Desert Heights, the Saxon Math program is used with all students including with students with disabilities. Mathematics is taught just as a foreign language or musical instrument is taught—incrementally with continual practice. Saxon Math is a proven instructional design that gives all students the structure they need to succeed. Incremental development refers to the division of topics into small, easily understood pieces called increments. Major concepts are no taught in single lessons but are developed over time. Continual practice and review means that fundamental skills and concepts are practiced and reviewed throughout the year, helping ensure that students retain them. Assessments are given after every five lessons and are cumulative in content. The tests are designed to allow students to demonstrate the skills they have developed and to build confidence when taking standardized tests. Mastery of concepts builds incrementally throughout the year. Incremental lessons aligned to the Common Core Domains and Clusters are distributed across the year, becoming increasingly more complex as mastery is built. Priority is given to goals established in each student's individual education plan which is monitor and reported on quarterly and revised minimally annually. Technology and manipulatives are used to support learning and provide practice and math fluency. The Multi-Disciplinary Evaluation Team will determine accommodations and modifications necessary to the curriculum based on individual needs.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Special Education students must have goals in the Individualized Education Plan met in order to access the general education curriculum which is monitored by administration to meet Arizona Academic Standards. Therefore, IEPs must be monitored to insure each special education student is gaining access to the Arizona Academic Standards. The contents of each IEP are monitored to include a statement of: The child's present levels of academic achievement and functional performance, measurable annual goals, including academic and functional goals, how the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided, the special education and related services to be provided to the child, the supplementary aids and services to be provided

to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided, the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities, any individual accommodations that are needed to measure the academic achievement and functional performance of the child on AIMS and Galileo assessments, if the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why, and the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: students with disabilities

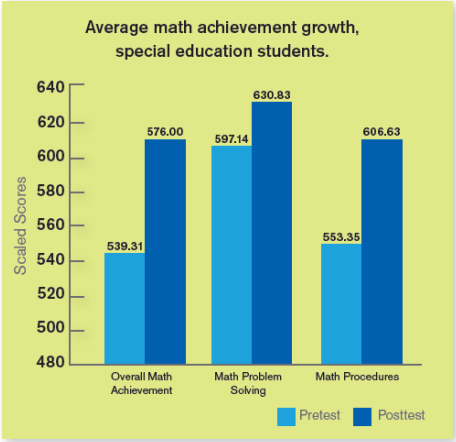
   Monitoring by the Arizona Department of Education, Exceptional Student Services (ADE/ESS), is designed to ensure compliance with and to satisfy the requirements of the Individuals with Disabilities Education Act Amendments of 2004 and the Arizona Revised Statutes. While ADE/ESS continues to use a six-year cycle for monitoring, we have also implemented a yearly review of PEA data related to special education. The assigned Program Specialist, in collaboration with Desert Heights' administration, will annually review compliance and results indicator data, Dispute Resolution findings, policies and procedures, and annual site visit data. Desert Heights evaluates the school's special education program against the indicators and requirements in the monitoring manual frequently. Desert Heights created a Special Education Secretary position to support managing the federally required documentation that has increased rapidly due to the increase of the high needs of the current Special Education population.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: students with disabilities

   An annual review for Child Find and IEP Federal Requirements and data review of the Special Education population's student achievement data occurs with the entire staff. Special education students are clustered in classes with average and high achieving students and the teachers review each special education student's IEP with the Special Education Teacher at the beginning of each year or when the student enrolls. The Special Education Teacher meets monthly with each Special Education Cluster mainstream teacher to review student progress and support instructional needs for the differentiated learning needs of the learning disabled students.

2.c. Sped Math Examples of Evidence

Evidence of Curriculum Success with Special Education Students



Evidence of Monitoring of Special Education Students' Progress

Student	06/07	07/08	08/09	09/10	10/11	11/12
[redacted] OHI M/Academic Assist	Reading –**Meets** Writing- **App** Math-**Meets**	Reading – **FFB** Writing- **App** Math- **App**	Reading – **FFB** Writing- **App** Math-**FFB**	Reading – **FFB** Writing- **FFB** Math-**FFB**	Reading – **App** Writing- **App** Math- **FFB**	Reading – **App** Writing- N/A Math- **FFB** Science-Meets
[redacted] SLD – Reading	Reading – **App** Writing- **Exceeds** Math-**App**	Reading – **App** Writing- **Meets** Math-**Meets**	Reading – **FFB** Writing- **App** Math-**Meets**	Reading – **App** Writing- **App** Math-**FFB**	Reading – **Meets** Writing- **App** Math- **App**	Reading – **App** Writing-N/A Math- **App** **Science-App**
[redacted] SLD- Reading	**Second Grade**	**No record of AIMS**	Reading – **FFB** Writing- **Meets** Math-**FFB**	Reading – **App** Writing- **App** Math-**App**	Reading – **App** Writing- **App** Math-**App**	Reading – **FFB** Writing- **FFB** Math-**FFB**
[redacted] SLD- Reading & Math	Reading - **App** Writing- **App** Math-**FFB**	Reading – **FFB** Writing- **App** Math-**FFB**	Reading – **App** Writing- **App** Math-**App**	Reading – **App** Writing- N/A Math-**FFB**	Reading Comp – **35-4** Math-**40-5** Language- **23-4** Language Mechanics- **26-4** Language Expression- **24-4**	Reading – **App** Writing- App Math- App

OOD! We have completed the process with these students.

	Grade	Referral Date	Referred By	Previously Referred or Current IEP	Child Study Meeting	Initial MET Date	Request for Eval	Eval Scheduled	Eval Completed	Final MET	60 Day Deadline	Outcome
	4		Re-Eval			8/30/2012				9/12/2012	8/27/2012	Dismissed
is	1	8/30/2012	Parent			9/6/2012				11/8/2012; IEP 12/5/12	10/29/2012	Qualified; withdrawn on 10/22/12
	7	9/1/2012	Parent			9/21/2012	9/21/2012	10/30/2012	10/30/2012	11/29/2012	10/31/2012	DNQ
	5	8/20/2012	Teacher	Current Reading IEP		9/20/2012				11/16/2012	11/19/2012	DNQ for Math
	9	9/25/2012	Parent	Eval from previous school on file						10/22/2012	11/24/2012	Qualified; IEP in place
	7	9/26/2012	Parent		10/5/2012	10/18/2012	10/22/2012	10/30/2012	10/30/2012	12/18/2012	11/25/2012	
	8	9/26/2012	Parent	504 from previous school		10/30/2012	11/6/2012		11/8/2012	11/15/2012	11/25/2012; 30 day extended to 12/14/12	DNQ; 504
	K		Re-Eval	Current DD IEP		10/4/2012				11/15/2012	12/3/2012	Qualified Autism, Speech, OT; Placement: Aces
	8		Re-eval			11/26/2012				11/26/2012	12/16/2012	Continue qualifying
a	6	9/10/2012	Teacher	Current Speech IEP	9/20/2012	10/18/2012	10/22/2012	11/1/2012	11/1/2012	12/11/2012	12/17/2012	Continue as Speech only
	K		Teacher			10/19/2012				12/13/2012	12/18/2012	Qualified SLI; IEP in place
	K		Teacher			10/23/2012				12/19/2012	12/22/2012	
	1	11/6/2012	Parent			11/29/2012					1/5/2013	DNQ for Evaluation

2.c. Are students in subgroups achieving proficiency on state examinations in reading compared to state subgroups?

Did Not Meet Standard:

- The school's Special Education subgroup scored 37 in reading

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading in one or more of the following categories: students with disabilities through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: students with disabilities

   The intervention strategies throughout Imagine It! ensure that all differentiated students' needs, including special education students' needs, are met and that they move forward toward reading proficiency. Included is an Intervention Guide, Intervention Workbook, Intervention Annotated Teacher's Editions, and Intervention Blackline Masters. The Response to Intervention (RtI) plan in Imagine It! focuses on screening students early to determine which students are at risk, providing a framework to define the intensity of remediation required to bring students up to grade level, offering earlier, and more relevant help for students at risk for learning problems and placement in Special Education. As evidence of success with the Special Education population, nearly one-quarter of all students at Bonneville Elementary School participate in exceptional student education (ESE). Their exceptionalities vary widely in severity, yet each one has achieved reading proficiency levels as measured by Adequate Yearly Progress since 2005. Open Court Reading has been the school's core reading program for all students in Grades Pre-K–5 since fall 2002 with the implementation of Imagine It! beginning fall 2008 in Grades 3–5. Only 52% of Grade 5 students scored Proficient or Advanced in reading on Florida Comprehensive Assessment Test (FCAT) in 2002. By 2007, 77% attained that same level, an increase of 25 percentage points. In addition, the state of Florida has continuously awarded the school an "A" grade since the adoption.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction

   Just as with math, Special Education students must have goals in the Individualized Education Plan met in order to access the general education curriculum which is monitored by administration to meet Arizona Academic Standards. Therefore, IEPs must be monitored to insure each special education student is gaining access to the Arizona Academic Standards. The contents of each IEP are monitored to include a statement of: The child's present levels of academic achievement and functional performance, measurable annual goals, including academic and functional goals, how the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the

goals will be provided, the special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided, the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities, any individual accommodations that are needed to measure the academic achievement and functional performance of the child on AIMS and Galileo assessments, if the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why, and the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: students with disabilities

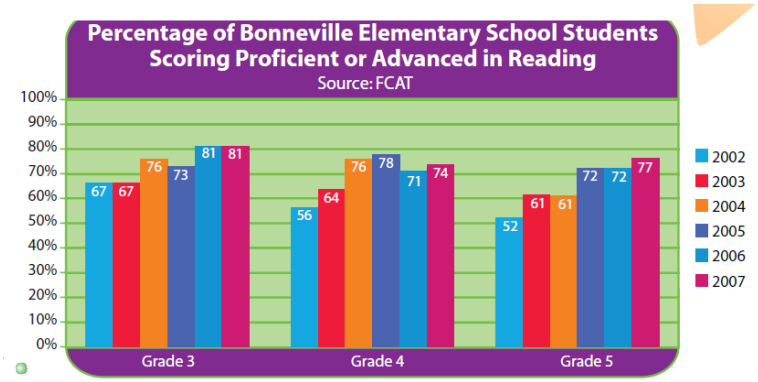
   Just as with math, monitoring by the Arizona Department of Education, Exceptional Student Services (ADE/ESS), is designed to ensure compliance with and to satisfy the requirements of the Individuals with Disabilities Education Act Amendments of 2004 and the Arizona Revised Statutes. While ADE/ESS continues to use a six-year cycle for monitoring, we have also implemented a yearly review of PEA data related to special education. The assigned Program Specialist, in collaboration with Desert Heights' administration, will annually review compliance and results indicator data, Dispute Resolution findings, policies and procedures, and annual site visit data. Desert Heights evaluates the school's special education program against the indicators and requirements in the monitoring manual frequently. Desert Heights created a Special Education Secretary position to support managing the federally required documentation that has increased rapidly due to the increase of the high needs of the current Special Education population.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: students with disabilities

   Just as with math, an annual review for Child Find and IEP Federal Requirements and data review of the Special Education population's student achievement data occurs with the entire staff. Special education students are clustered in classes with average and high achieving students and the teachers review each special education student's IEP with the Special Education Teacher at the beginning of each year or when the student enrolls. The Special Education Teacher meets monthly with each Special Education Cluster mainstream teacher to review student progress and support instructional needs for the differentiated learning needs of the learning disabled students.

2.c. Examples of Evidence – Special Education Reading

Data from Bonneville Elementary School



Open Court Reading was implemented in fall 2002. *Imagine It!* will begin in Fall 2008. Grade 4 students within the district and state experienced decreased FCAT scores in 2006. State scores decreased from 72 to 66 and district scores decreased from 70 to 63.

Example of AIMS Data – 4th Grade Special Education Reading

4th Grade Reading			All Students	By Ethnicity					By Service		
				A	B	H	I	W	ELL	SPED	Low SES
AMO											
Confidence Interval	AIMS	Percent Proficient	90	100	88	89	100	92	—	64	84
		Three Year Avg Percent Proficient	—	—	—	—	—	—	—	—	—
		Upper Bound of Interval	98	100	115	106	100	103	—	98	99
	Result	Met Percent Proficient (67%)	Y	Y	Y	Y	Y	Y	—	Y	Y
Safe Harbor	AIMS	Prior Year Proficiency	89	100	50	82	—	93	—	50	74
		Current Year Proficiency	90	100	88	89	100	92	—	64	84
		Percent Improvement	9	0	76	39	0	-14	—	28	38
		Met Percent Improvement	N	N	Y	Y	N	N	—	Y	Y
	Additional Indicators	Additional Indicator Rate	96	100	90	95	100	95	—	91	94
		Met Additional Indicator Rate	Y	Y	Y	Y	Y	Y	—	Y	Y
Growth Model		Percent Meeting Growth Target	100	100	100	100	100	100	—	100	100
		Met Growth Target	Y	—	—	—	—	—	—	—	—
Overall AMO Determination		Met AMO Determination	✔	NE	NE	NE	NE	NE	—	NE	NE

Data from Galileo Specific to 4th Grade Special Education Students

Aggregate Test Scores

School: Desert Heights Charter School
Test: 2012-13 ATI AZ CC CBAS Reading 04 Gr. #1
Avg Score: 37.46%

Class	Avg Raw Score	Avg % Score
Elementary Reading B: Geller: ERB-Y8G (2)	11.50	25.56 %
Elementary Reading B: Scruggs: ERB-Y8S (3)	24.33	54.07 %
Homeroom 04: Geller: 4 - 4 Geller (1)	10.00	22.22 %
Homeroom 04: Scruggs: 4 - 3 Scruggs (1)	12.00	26.67 %

Filters Used On Report

Student Information 2012-2013 Extended Student Data
Gender No gender specified
Special Education
Y

4.a. Are students graduating from high school?

Not Rated:

- The school's Grad Rate has not been rated

Desert Heights' students begin a comprehensive approach to insuring on time graduation in 5th grade by establishing an Arizona Career Information System Junior Account. In 5th through 8th grade students will research information, complete activities, and begin to develop portfolios through quick, easy-to-read occupation descriptions, interest surveys, interviews and videos of real people at work and dozens of activities to help students figure out answers to who they are, where they are going, how they get there, what skills and abilities they will need, what are working conditions, what jobs will be available in the future, how to prepare, and how much jobs pay? This online system of career development information and activities that sets students on the road to planning for high school, college, and work life. AzCIS Junior users establish their own AzCIS online portfolio, which they continue using through high school and into college. As they build their portfolio, it will include their Student Course Plan, links to theirfavorite AzCIS files, a resume/job application information sheet, and records of their own thoughts. AzCIS Portfolios help students identify their strengths, accomplishments, goals, and ideas for the future.

Starting the 9th grade year students AzCIS accounts will transfer to the High School version. This account provides additional comprehensive career information for students developing and updating educational plans and meets Arizona State's Education and Career Action Plan requirements. AzCIS is a lifelong account that provides career planning and promotes career self-reliance with tools that encourage self-assessment, exploration, research, goal setting, and decision-making. This portal includes thousands of occupations, programs of study, and college information files, offers a variety of assessment tools, gives students financial aid and scholarship information, and includes extra information on apprenticeship, the military, and self-employment.

The Guidance Counselor will meet with all high school students each semester to review graduation requirements and individual academic plans. Parents will be required at the semester meetings for any student in a credit recovery situation.

During the 11th grade, students will complete a College and Career Elective Course. This course will be taught by the school's Guidance Counselor and will provide accountability and support for completion of ECAP requirements, PSAT testing, SAT and ACT testing, college applications, scholarship applications, and preparedness for college life and adulthood. Additionally, students will visit several in state colleges and universities.

100% of the 11th grade population has an academic plan to graduate on time and is required to apply to a minimum of three universities or colleges. 100% of the 11th grade have accounts on the SAT College Board and have taken online PSAT tests. 100% of the 11th grade will complete the SAT on March 9, 2013.

4.a. Examples of Evidence

AZCIS Arizona Career Information System

Administration Tools -- Site Reports -- Site Usage
Desert Height Preparatory Academy

Return to Date Selection

Site Usage Report
From 9/1/2012 To 12/30/2012

Print

Logins during the selected time period

Portfolio Users	302
Site Username	203
IP Address	0
Administrator	6
Staff	0
Total Logins	**511**

Portfolios created during the selected time period

Portfolios	94

Special Circumstances
U.S. Registration
Services & Fees
Payments & Refunds
Fee Waivers
Test Center Search
International Registration
Additional Policies and Requirements
Find Representatives
Int'l Services & Fees
Payments & Refunds
Photo Upload Requirements
Waitlist Status
Code Search
Making Changes
Test Day Tips & Policies
Test Day Checklist
ID Requirements
Calculator Policy
Test Security and Fairness
Cell Phones and Electronic Devices
CD Player Guidance
My Organizer

About the SAT

The SAT is offered seven times each year in the U.S. and six times internationally. It is offered in October, November, December, January, March (U.S. only; SAT only), May and June. Learn more about the SAT.

Upcoming Test Dates

Deadlines expire at midnight, EST (U.S.).

SAT Date	SAT Subject Tests Availability (Find dates)	Registration Deadline	Status
Jan 26	Subject Tests	Dec 28	Register Late
Mar 9		Feb 8	Register Now 40 days left

All U.S. Test Dates | International Test Dates | SAT Subject Test Dates

When to Take the SAT

Most students take the SAT during their junior or senior year of high school. At least half of all students take the SAT twice – in the spring as a junior and in the fall as a senior. Most students improve their score the second time they take the SAT. Learn more about when to take the SAT.

Example of individual AZCIS account

Checklist Name	Date Activated	Total Activities: # Met/Total	Required Activities: # Met/Total	Needs Staff Review	Status	Date Completed
Grade 9	11/07/2011	7 / 14	7 / 8			
Grade 10	11/07/2011	7 / 16	7 / 8			
Grade 11	11/07/2011	7 / 16	7 / 8			
Grade 12	11/07/2011	1 / 18	1 / 8			

Grade 9

Checklist Activity	Self Review	Status	Date Met
Plan high school courses **	☑		
Complete Career Cluster Inventory **			11/07/2011
Complete Reality Check **			11/07/2011
Start a resume **	☑		08/07/2012
Record awards or achievements			11/13/2011
Document extracurricular activities **	☑		08/07/2012
Document work experience			10/23/2012
Review two colleges that meet your goals and examine the costs of both schools			08/28/2012
Write and record a career goal **	☑		08/30/2012
Write and record a post-high school educational goal **			08/30/2012
College readiness test *The requirements for Brown include the SAT reasoning test and two subject tests. I plan on taking them in January of 2013 so I can apply early admission.*	☑		10/23/2012
Become familiar with college and career terms	☑		10/23/2012

Grade 11

Checklist Activity	Self Review	Status	Date Met
Plan high school courses **	☑		
Retake Reality Check	☑		11/08/2012
Complete Work Importance Locator **			11/08/2012
Record awards or achievements			11/13/2011
Document extracurricular activities **			11/10/2011
Review and update your resume **			11/01/2012
Work Experience			10/23/2012
Review two colleges. Examine costs, admission requirements, and deadlines for both schools **			08/28/2012
Write and record a career goal **	☑		11/08/2012
Review your post-high school educational goal	☑		11/08/2012
Create a financial plan for the future **			11/08/2012
Attend a college fair	☐		
Take the ACT or SAT test	☐		
Leadership experience *Thursday, November 08, 2012 Key Club President, NHS President*	☑		11/08/2012
Attend a career fair	☐		
Parent Review ** *Thursday, November 08, 2012*	☑		11/08/2012

Grade 12

Checklist Activity	Self Review	Status	Date Met
Plan high school courses **	☑		
Complete Career Cluster Inventory			11/07/2011
Complete Interest Profiler **			11/30/2011
Review your resume. Is it current? **	☑		11/01/2012
Record awards or achievements			11/13/2011
Document extracurricular activities **	☑		11/01/2012
Work experience	☑		11/01/2012
Review two colleges that meet your goals and examine the costs of both schools **	☑		11/01/2012
Write and record a post-high school educational goal **	☑		11/01/2012
Write and record a career goal **	☑		11/01/2012
Attend a career fair *Thursday, November 01, 2012 December 4th*	☑		11/01/2012
Become familiar with college and career terms *Thursday, November 01, 2012*	☑		11/01/2012
Leadership experience *Thursday, November 01, 2012 I am president of NHS and Key Club. I am also apart of the athletic committee*	☑		11/01/2012
Complete the college readiness test *Thursday, November 01, 2012 I plan on taking the SAT's in the spring: critical reading and two subject tests*	☑		11/01/2012
Attend a college fair	☑		11/01/2012
Parent review ** *Thursday, November 01, 2012*	☑		11/01/2012