

I. School Mission Statement: The mission of the Educational Opportunity Center is to provide an **exceptional learning opportunity** for students seeking an alternative education that will **maximize student achievement to include demonstrating proficiency on State Exit Exams** through a **high support environment** to enable students to become **productive, contributing, and successful citizens.**

II. Arizona’s 2012-2020 Annual Measurable Objectives (AMOs) for AIMS Percent Proficiency

	2011B	2012	2013	2014	2015	2016	2017	2018	2019	2020
<b>Math</b>	63	67	71	75	79	84	88	92	96	100
<b>Reading</b>	79	81	84	86	88	91	93	95	98	100

III. School Academic Goals and Objectives:

A. 75% of 10<sup>th</sup> through 12<sup>th</sup> grade students will display proficiency on State Math Exit Exams by May of 2018.

Annual Objectives

Based on 2015 Spring State Math Exit Exams, 63% of grades 10 through 12 will display proficiency on State Exams.	Based on 2016 Spring State Math Exit Exams, 67% of grades 10 through 12 will display proficiency on State Exams.	Based on 2017 Spring State Math Exit Exams, 71% of grades 10 through 12 will display proficiency on State Exams.	Based on 2018 Spring State Math Exit Exams, 75% of grades 10 through 12 will display proficiency on State Exams.
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B. 83% of 10<sup>th</sup> grade and 12<sup>th</sup> grade students will display proficiency on State Reading Exit Exams by May of 2018.

Annual Objectives

Based on 2015 Spring State Reading Exit Exams, 71% of grades 10 through 12 will display proficiency on State Exams.	Based on 2016 Spring State Reading Exit Exams, 75% of grades 10 through 12 will display proficiency on State Exams.	Based on 2017 Spring State Reading Exit Exams, 79% of grades 10 through 12 will display proficiency on State Exams.	Based on 2018 Spring State Reading Exit Exams, 83% of grades 10 through 12 will display proficiency on State Exams.
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III. Analysis Process:

Members of the analysis team included the following: Juan Lerma (teacher), Theresa Dover (counselor), Amber Cygan (parent), Raul Canal (Parent), Natalie Manzo Student Council Vice President, Brian Grossenburg principal, Sylvia Lopez (Paraprofessional) Pat Romant superintendent/program director.

The analysis team used multiple resources to compile that were included in the needs assessment to guide the evaluation and revision of the School Wide Plan. The major resources used in the analysis are listed below:

- State Achievement Data
- District Level Achievement Data as Reported by the Buckle Down Practice AIMS
- ASBC Dashboard Information
- Evaluation of Achievement of Academic Credits
- Graduation Rate based on both Cohort and Non-Cohort Data
- Attendance Data
- School Safety and Discipline Data
- Parent Involvement Data
- Family Surveys
- Internal Customer Surveys
- Staff Surveys
- Professional Development Measures and Surveys
- Student Self Perception Surveys
- Student Demographic Data
- School Infrastructure and Transportation Data
- Categorical Spending Data

Evaluation of the school wide plan started on June 10, 2014 and ended on November 22, 2013. Below is summary of the evaluation findings and suggested revisions.

## EOC Charter High School Needs Assessment Abstract

### Summary of greatest needs for each category:

<b>Category 1: Reading Performance</b>	Reading performance still lags math performance. The school ranks 11 <sup>th</sup> of area schools. The school displays positive growth but not enough to overcome the deficit that exists between area schools.
<b>Category 2: Math Performance</b>	The school consistently outperforms other area schools. The school ranks 1 <sup>st</sup> among area schools based on standard scores and 3 <sup>rd</sup> based on percentage scores.
<b>Category 3: Other Performance Measures</b>	One of the greatest obstacles that are present in the percentage of students behind on credits. 89% of the students are behind credits 1 year or more and 96% are deficient by at least 2 credits. The school's graduation rate and performance rate suffers because of lack of academic achievement upon enrollment.
<b>Category 4: Attendance</b>	<p>The school has a large transient population. One of the main reasons why students were not successful in previous schools related to sporadic enrollment/attendance. Stricter guide-lines for attendance neither positively nor negatively affected the attendance rate or drop-out rate, which leads the team to believe other factors are controlling the mobility of the population.</p> <p>This year the school revised the attendance policy to afford students due process protections for attendance related issues along with eliminating the policy to drop students that are beyond 3 days of absences per 9 week block of instruction.</p>
<b>Category 5: School Safety and Behavior</b>	Most inappropriate behaviors are mild in origin. The most significant inappropriate behavior is disruptive class behavior/defiance. It is the inappropriate behavior exhibited the most by both repeat and non-repeat offenders. The school has only had 7 aggressive events in the past 6 years occur on campus. Most of the inappropriate behaviors were demonstrated by repeat offenders.
<b>Category 6: Parental Involvement</b>	Parent involvement is still a major challenge at EOC because many of our students live away from home or have little support from home. We finished our sixth year of our parenting classes that focused on reestablishing communication with teens. Initially the class started with 15 parents. Nine of the parents successfully completed the class. The school really pushed for involvement in parent conferences and family night and we saw a resurgence of family participation.
<b>Category 7: Teacher Readiness/Performance</b>	Teachers consistently display the basic elements of delivering effective instruction. The greatest professional development needs are better verbal and procedural scaffolding while also improving differentiation of instruction.
<b>Category 8: Community Demographic Population</b>	The student population is marked by numerous risk factors: sporadic enrollment, parenting youth, juvenile/adult offender, low or little income, homelessness, family history of limited education.
<b>Category 9: Collaboration of Services</b>	The school partners with various entities to support the goals and vision of the school. A Collaboration of Service Team has been established and meets monthly to review a summary service deliveries and needs assessment data. The COST team consists of one representative of each category. Each summer the COST team establishes service parameters and contracts. Services have been categorized as post-secondary partners, counseling support, family support, student organizations and centers, and human resource and facility support.
<b>Category 10: School Schedule</b>	Students report that night classes and weekend classes would assist with work schedules.
<b>Category 11: Transportation</b>	The school has significantly reduced transportation costs and services are improving through YCAT. In order to remove the lag time that was experienced in the past, YCAT agreed to use a smart card that eliminates that need for a picture ID.
<b>Category 12: Teacher Salaries and Benefits</b>	Teacher salaries are somewhat lower than local salaries due primarily to the limited experience of the teachers and the lower funding rate of charter schools. This disparity has decreased over the past three years.
<b>Category 13: School Budget Analysis</b>	The school budget has stayed consistent over the years. The school saw a large decrease in state funds but was compensated with federal recovery dollars. The school experienced an 8% carry over funds this past year.

## Needs Assessment

### Category 1: Reading Performance

#### A. Arizona State Board of Charter School's Dashboard Information:

		2012 Alternative High School (9-12)			2013 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. Improvement	Math	51	100	15	63.3	100	15
	Reading	34.5	50	15	43.1	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	50 / 19.3	100	10	52.9 / 18.8	100	15
	Reading	65 / 44.8	75	10	55.3 / 48.2	75	15
2b. Subgroup ELL	Math	NR / 0	0	0	NR / 0	0	0
	Reading	NR / 0	0	0	NR / 0	0	0
2b. Subgroup FRL	Math	50 / 18.3	100	5	NR / 0	0	0
	Reading	65 / 44.1	75	5	NR / 0	0	0
2b. Subgroup SPED	Math	NR / 0	0	0	NR / 0	0	0
	Reading	NR / 0	0	0	NR / 0	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0
4b. Academic Persistence		100	100	35	97	100	35
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		85.94		95	85		100

**B. 2013 Regional Data from Arizona Department of Education (Reading):**

School Name	Read # Tested	Read Mean Scale Score	Read % Falls Far Below	Read % App	Read % Meets	Read % Exc	Read % Pass	Rank per Scale Score	Rank per % Pass
Yuma Online Distance Academy	NM	701	29	14	29	29	57	1	9
Gila Ridge High School	541	698	3	20	72	5	77	2	2
Cibola High School	798	685	5	26	66	3	70	3	4
San Luis High School	896	683	5	32	61	1	62	4	6
Antelope Union High School	73	680	4	27	68	0	68	5	5
Arizona Call-a-Teen Center for Excellence*	42	678	5	40	55	0	55	6	10
Yuma High School	469	677	8	34	56	1	58	7	8
Kofa High School	615	673	5	36	56	2	59	8	7
Educational Opportunity Center*	31	669	0	58	42	0	42	9	11
AZTEC High School*	65	668	5	62	34	0	34	10	12
Vista Alternative School*	98	664	14	52	34	0	34	11	13
Carpe Diem Collegiate High School Community	117	592	2	19	73	7	79	12	1
Harvest Prep	580	527	3	21	71	6	76	13	3

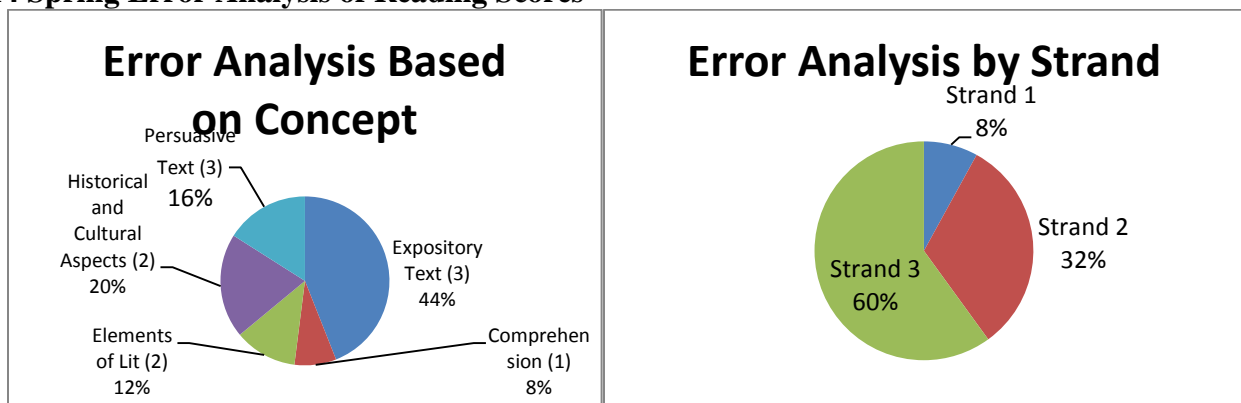
\* Denotes Alternative School Status

**C. 2014 YPIC Comparison Data Based on Consecutive Scores of AIMS and Buckledown:**

Average Growth Reading AIMS	Average Growth Math AIMS	Average Growth Reading District	Average Growth Math District	Average Percentage of Students passing End of Course Exams
14.3 points	34.25 points	2 points	39.6 Points	78.8%

Teacher	End of Course Exam Percent
Carrizales	75
Munoz	86
Perez	72
Lerma	76
Nair	85
Average	78.8

**D. 2014 Spring Error Analysis of Reading Scores**



Strand 1: Reading Processes  
 Strand 2: Comprehending Literary Text  
 Strand 3: Comprehending Information Text

### E. Full Academic Year Data

	Number of Students	Exceed	Meets	Appr	Far Below	Aver. Score	Aver. Previous Score	Average Change	Aver mos. in program*	Need Student
Spring 2014	14	0%	43%	57%	0%	674.3	658.9	8.1	8.1	29%
Fall 2013	26	0%	34%	58%	8%	672.9	649.9	23.0	7.8	12%

### F. AIMS Reading Data Over Time

	Exceeds	Meets	Approaches	Far Below	Aver. Score	Aver. Previous Score	Average Change	Aver mos. in program*	Need Student
Spring 2014	0%	41%	59%	0%	667.65	664.75	3.1	6.9	32%
Fall 2013	3%	33%	55%	9%	605.95	647.1	-41.15	6.2	21%
Spring 2013	0	44%	56%	0%	665.26	646.13	19.13	6.5	18%
Fall 2012	0	38%	49%	13%	665.9	653.7	12.2	6.3	15%
Spring 2012	0	38%	56%	6%	669	635.05	23.05	4.8	19%
Fall 2011	0	54%	33%	13%	667	632	30	3.8	21%
Spring 2011	0	50%	38%	12%	671.4	645.33	19.5	5.6	23%

\*Based on a 7 Month School Year

### G. AIMS Reading State Comparison Data Aggregated by Standards

#### Spring 2014 Comparison Data

Reading Strand/Concept	Number of Points Possible	State Average					School Average					
		2013	2014	2015	2016	Aver	2013	2014	2015	2016	Aver	
<b>Strand 1 Reading Processes</b>	8	3	3.2	3.6	4.9	<b>3.675</b>	2.9	3.5	3.7	3.5	<b>3.4</b>	
Concept 4 Vocabulary	4	1.6	1.6	1.8	2.5	<b>1.875</b>	1.5	2.5	1.8	1.8	<b>1.9</b>	
Concept 6 Comprehension	4	1.4	1.5	1.7	2.4	<b>1.75</b>	1.4	1	1.9	1.8	<b>1.525</b>	
<b>Strand 2 Comprehending Literary Text</b>	18	6.3	6.5	7.5	10.8	<b>7.775</b>	5.4	6	7.4	8.8	<b>6.9</b>	
Concept 1: Elements of Literature	15	5	5.2	6	8.7	<b>6.225</b>	4.3	5.5	5.7	7	<b>5.625</b>	
Concept 2: Historical and Cultural Aspects	3	1.3	1.3	1.5	2.1	<b>1.55</b>	1.1	0.5	1.6	1.8	<b>1.25</b>	
<b>Strand 3 Comprehending Informational Text</b>	28	10.7	10.6	12.1	16.6	<b>12.5</b>	9.3	10.5	10	14	<b>10.95</b>	
Concept 1: Expository Text	12	3.9	4	4.6	6.6	<b>4.775</b>	3.3	3.5	3.5	16.3	<b>6.65</b>	
Concept 2: Functional Text	8	4.1	4	4.5	5.9	<b>4.625</b>	4	4.5	3.5	4.5	<b>4.125</b>	
Concept 3: Persuasive Text	8	2.7	2.7	3	4.2	<b>3.15</b>	2	2.5	3	3.3	<b>2.7</b>	
		Cumulative Score <b>47.9</b>					Cumulative Score					<b>45.025</b>

*Spring 2013 Comparison Data*

Reading Strand/Concept	Number of Points Possible	State Average					School Average				
		2012	2013	2014	2015	Aver	2012	2013	2014	2015	Aver
<b>Strand 1 Reading Processes</b>	8	3.2	3.3	3.7	5.1	<b>3.8</b>	3.5	2.7	3.4	4.3	<b>3.5</b>
Concept 4 Vocabulary	4	1.8	1.8	2	2.7	<b>2.1</b>	2.1	1.3	2.4	2.5	<b>2.1</b>
Concept 6 Comprehension	4	1.4	1.5	1.7	2.4	<b>1.8</b>	1.5	1.4	1	1.8	<b>1.4</b>
<b>Strand 2 Comprehending Literary Text</b>	18	7.2	7.5	8.4	11.1	<b>8.6</b>	8	7.1	8.4	10.8	<b>8.6</b>
Concept 1: Elements of Literature	14	5.3	5.5	6.2	8.2	<b>6.3</b>	5.7	5.1	6	8	<b>6.2</b>
Concept 2: Historical and Cultural Aspects	4	1.9	2	2.3	2.9	<b>2.3</b>	2.3	2	2.4	2.8	<b>2.4</b>
<b>Strand 3 Comprehending Informational Text</b>	28	11.8	12.5	14	18.7	<b>14.3</b>	13.6	12	12.6	13.8	<b>13</b>
Concept 1: Expository Text	12	4.6	4.8	5.5	7.4	<b>5.6</b>	4.9	5.3	4	5	<b>4.8</b>
Concept 2: Functional Text	8	4.3	4.4	4.8	6.1	<b>4.9</b>	5.2	4	4.8	5.8	<b>5</b>
Concept 3: Persuasive Text	8	2.9	3.2	3.7	5.2	<b>3.8</b>	3.5	2.7	3.8	3	<b>3.3</b>
		Cumulative Score				<b>53.3</b>	Cumulative Score				<b>50.1</b>

**H. Spring 2014 Reading Data by Student**

Student Level Summative Reading Data

	G	Individual Student Scores	PL	Score	Prev	Change	773	674	Need Student	Most Difficult Objective	Strand #
							Time in Program (years)	FAY			
1	11		A	670	654	16	.54	Y		Expository Text	3
2	11		M	689	665	24	.54	Y		Expository Text	3
3	11		A	662	665	-3	.54	Y		Expository Text	3
4	11		A	662	623	39	.76	Y	Y	Historical and Cultural Aspects	2
5	11		M	693	669	24	.54	Y		Expository Text	3
6	11		A	644	633	11	.35	N	Y	Expository Text	3
7	11		M	682	669	13	.54	Y		Elements of Lit	2
8	11		A	662	613	49	.12	N		Expository Text	3
9	13		A	648	673	-25	2.5	Y	Y	Persuasive Text	3
10	13		A	657	662	-5	1.17	Y	Y	Elements of Lit	2
11	13		A	644	591	53	.12	N	Y	Historical and Cultural Aspects	2
12	13		M	674	650	24	.81	Y		Expository Text	3
13	13		A	662	658	4	.54	Y		Expository Text	3
14	13		A	639	673	-34	.54	Y		Persuasive Text	3
15	13		M	682	663	19	.12	N		Persuasive Text	3
16	13		A	666	646	20	.89	Y	Y	Expository Text	3
		<b>Average</b>		664.75	650.4	14.3	<b>.66</b>	<b>75%</b>			

**Students with Only One Test Score or Intermittent Scores**

	G		PL	Score	Time in Program (years)	FAY	Needs Student	Most Difficult Objective	Strand #
1	10		M	678	.12	N		Expository Text	3
2	10		M	704	.54	Y		Comprehension	1
3	10		M	732	.87	Y		Historical and Cultural Aspects	2
4	10		A	662	.12	N	Y	Elements of Lit	2
5	11		M	697	.12	N	Y	Historical and Cultural Aspects	2
6	11		M	685	.12	N		Expository Text	3
7	11		A	666	.12	N		Persuasive Text	3
8	12		M	674	.12	N		Comprehension	1
9	12		A	666	.12	N		Historical and Cultural Aspects	2
			Average	684.89	.25	22%	22%		

**Overall FAY: 56%**

**Overall Needs Student: 32%**

**2013/2014 Reading Performance Narrative:**

There has been a shift in reading performance. Traditionally students have had difficulty with questions assessing vocabulary and comprehension, however we are now seeing a trend where more errors are being made in comprehending informational text (Strand 3 of Reading Standards). We are still somewhat below the state when comparing raw score data (See letter G. AIMS Reading State Comparison Data Aggregated by Standards). We are significantly below the states AMO objective for 2014 which is set at 86% this year. To the best estimate, our school is achieving somewhere between 38 and 44 percent proficiency.

Time in program continues to be a main issue hindering performance, where students only average 6 to 8 months in program before testing. This year we did see a larger than normal influx of needs students (either language or SPED) which could have delayed some of the scores. However these two attributes are not foreign to our school's mission and our school must become more responsive.

This spring the school entered into contract with the Road-to-Learning in which the Road-to-Learning provided afterschool tutoring. There is no evidence to suggest that the reading tutoring raised scores of students over students that did not receive tutoring. There is not enough information to analyze specific details on why the services did not yield growth.

There is basal evidence that the 4<sup>th</sup> period assessment system in the language arts department may not align with expectations of Arizona standards. There could be misalignments to the standards or there could be flaws in testing protocols used in the English department. The evidence that identifies this concern is that 84% of our student population has the ability to pass end of the course exams but only approximately 40% pass the Reading AIMS each time it is given.

There is also basal evidence that content area teachers did not consistently ensure students used marginal notations, rereads, or group reads in their instructional formats or explain that these strategies are essential strategies for all informational reading assignments. The evidence that identifies this concern is formative observations conducted throughout the year. Teachers did well in preparing background and vocabulary knowledge; and did well in guiding reading through questioning but lagged in ensuring students had the opportunity to work with readings in more in depth manner.

**2013/2014 Reading Program Descriptions**

1. Every student that had not met standards on the AIMS reading completed an 85 minute daily block of reading intervention from August 6 to October 11. The intervention courses were grouped based on ability. Level 1 focused on fundamental reading and decoding; Level 2 reinforced decoding and introduced higher level comprehension; Level 3 focused on higher level comprehension and exposure to different types of texts. Students were placed in programs as they enrolled. A pre-test was given to identify which level each student entered or was based on a previous AIMS score. Shifts within the levels were permitted and usually started to occur within the beginning of the second week.
2. Starting in January, the school required students that were not meeting district and school growth goals were placed in mandatory tutoring sessions that ran for at least 20 minutes each day after school. Students were expected to attend at least two of the tutoring sessions each week. If a student failed to attend tutoring sessions, the student was assigned an after school detention. The principal was not consistent in ensuring that detentions were assigned if a student missed the tutoring session.

3. From October 11 to March 7, the English teacher was assigned an RTI reading intervention class that included any student that had not met proficiency on the AIMS reading. The class met with the specific purpose to raise AIMS reading scores. The class met during the 4<sup>th</sup> period and was in session for 85 minutes each day.
4. This spring the school entered into contract with the Road-to-Learning in which the Road-to-Learning provided afterschool tutoring. There is no evidence to suggest that the reading tutoring raised scores of students over students that did not receive tutoring. The Road-to-Learning worked semi-consistently with 6 students that were in tier 1 of the school's RTI model. There is not enough information to analyze specific details on why the services did not yield growth. If the contract is continue, a better system to monitor student attendance, monitor student progress and monitor program implementation.
5. . This spring the school entered into contract with the Road-to-Learning in which the Road-to-Learning provided afterschool tutoring. There is no evidence to suggest that the reading tutoring raised scores of students over students that did not receive tutoring. There is not enough information to analyze specific details on why the services did not yield growth.

#### **2014/2015 Changes and Additions**

1. The school will adopt content subject instructional reading format that emphasizes the following:
  - a. Continued development of background and vocabulary knowledge
  - b. Emphasis on independent analytical reading and ongoing reading assessment.
  - c. Individual, small group reading practice prior to whole group practice.
2. Courses that require a reading component will require students to bring in outside reading sources or assign outside reading sources that pertain to content. Teachers will submit a summary of external resources to the principal that identify number of external reading sources and length.
3. Each teacher will receive an 8 hour training on imbedding reading instruction into their instructional formats. 30 minute review sessions will occur at least one time at the end of each quarter.
4. The principal or designee will complete 4 formal assessments of content reading instruction for each content area teacher.
5. The school will implement a norm referenced exam that is more aligned to common core and has been normed against high school populations. The norm referenced exam will allow more frequent assessments; more detailed reporting; and integration to the school's student management system.
6. A school wide comprehensive reading program will be piloted in the Fall of 2014. The focus of the program is to improve analytical reading of expository text. School wide assessments will be given during fourth period on Fridays and teachers will receive reports by Monday morning.

#### **Past Elements that will continue:**

1. The school will continue to implement a 182 day calendar.
2. Mandatory tutoring will start in September until fall testing, then begin again in January.
3. The school will continue to the option of assigning detentions and issuing withdraw notices for students that fail to attend mandatory tutoring.
4. The Language Arts teacher developed a mini-curriculum that focused on the Elements of Literature. This mini-curriculum was implemented on a school wide bases with the expectation that 80% of the school would display a mastery level of 60% each week. Teachers only spent about an average of 7 minutes implementing the curriculum each day. On Monday they would briefly teach definitions and then quiz each day after. A cumulative quiz was given on Friday and the aggregated results were reported at the staff meeting.
5. Road-to-Learning provided afterschool tutoring will continue but Road-to-Learning will have to agree to more rigorous monitoring. Road-to-Learning tutors must agree to submit attendance logs to the registrar desk before they leave each day. Students that are assigned to Road-to-Learning tutors must agree to attend assigned sessions as if it were a class. Students that miss three assigned sessions in a 9 week block will be withdrawn from school. Students that miss assigned sessions will be placed in detention. Road-to-Lerning must agree that if benchmark assessments do not display growth the school has the right to terminate contracts.



## Category 2: Math Performance

### A. 2013 Regional Data from Arizona Department of Education:

School Name	Math # Tested	Math Mean Scale Score	Math % Falls Far Below	Math % App	Math % Meets	Math % Exc	Math % Pass	Rank per Scale Score	Rank per % Pass
Educational Opportunity Center*	43	483	35	19	44	2	47	1	3
Gila Ridge High School	661	482	33	22	38	7	45	2	4
Cibola High School	923	479	37	19	36	9	45	3	5
San Luis High School	1019	476	45	18	31	6	37	4	8
Antelope Union High School	83	474	40	19	39	2	41	5	6
Yuma Online Distance Academy	NM	473	63	0	25	13	38	6	7
Yuma High School	581	470	50	18	28	3	32	7	10
Kofa High School	730	469	47	18	28	6	34	8	9
Arizona Call-a-Teen Center for Excellence*	58	468	53	24	21	2	22	9	11
Carpe Diem Collegiate High School Community	120	461	15	18	44	23	68	10	1
Vista Alternative School*	179	457	74	12	15	0	15	11	12
AZTEC High School*	120	452	83	13	5	0	5	12	13
Harvest Prep	588	414	18	24	42	16	58	13	2

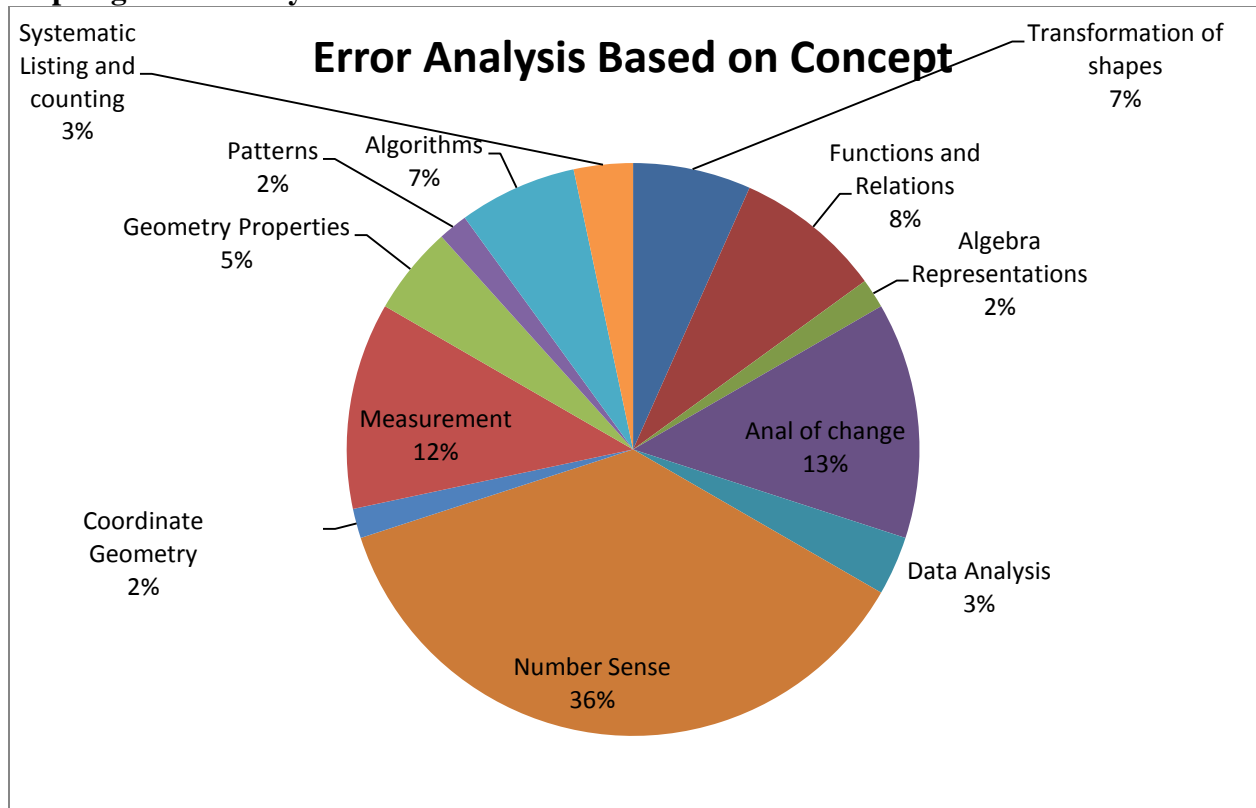
\* Denotes Alternative School Status

### B. 2014 YPIC Comparison Data Based on Consecutive Scores of AIMS and Buckledown:

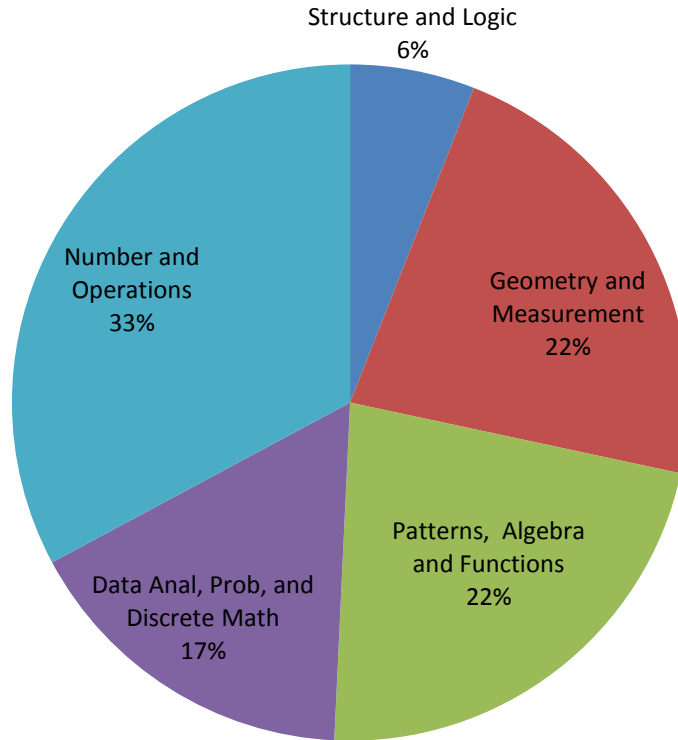
Average Growth Reading AIMS	Average Growth Math AIMS	Average Growth Reading District	Average Growth Math District	Average Percentage of Students passing End of Course Exams
14.3 points	34.25 points	2 points	39.6 Points	78.8%

Teacher	End of Course Exam Percent
Carrizales	75
Munoz	86
Perez	72
Lerma	76
Nair	85
Average	78.8

C. 2014 Spring Error Analysis of Math Scores



## Error Analysis Based on Strand



### D. Full Academic Year Data

	Number of Students	Exceed	Meets	Appr	Far Below	Aver. Score	Aver. Previous Score	Average Change	Aver mos. in program*	Need Student
Spring 2014	26	0%	65%	12%	23%	493.08	460.08	30	.83	5%
Fall 2013	48	0%	19%	17	65%	463.66	459.9	3.76	12.4	15%

### E. AIMS Math Data Over Time

	Exceeds	Meets	Approaches	Far Below	Aver. Score	Aver. Previous Score	Average Change	Aver Time in program	Percent Need
Spring 2014	0	54	24	22	494.4	460.1	<b>34.25</b>	3.1 mos	14
Fall 2013	0	21	21	58	458.3	451.1	7.2	11.8 mos	12
Spring 2013	5	41	20	35	484	459	<b>24.6</b>	7 months	19
Fall 2012	0	26	16	68	471	451	20.33	5.5 mos	12
Spring 2012	2	46	13	39	484.4	457.2	26.5	.68	5
Fall 2011	0	17	16	67	459.6	445.8	13.8	.49	15
Spring 2011	6	44	20	30	491.9	454.7	35.8	.76	13

\*Based on a 7 Month School Year

### F. AIMS Math State Comparison Data Aggregated by Standards

Math Strand/Concept	Number of Points Possible	State Average					School Average				
		2013	2014	2015	2016	Aver	2013	2014	2015	2016	Aver
Strand 1 Number and Operations	5	1.2	1.3	1.4	2.2	<b>1.53</b>	1.9	2.0	1.4	1.8	<b>1.78</b>

Concept 1/2/3 Number Sense/Numerical Operations/Estimations	5	1.2	1.3	1.4	2.2	<b>1.53</b>	1.9	2.0	1.4	1.8	<b>1.78</b>		
<b>Strand 2 Data Analysis, Probability, and Discrete Mathematics</b>	12	5.3	5.6	5.7	7.3	<b>5.98</b>	6.3	7.5	6.4	7.7	<b>6.98</b>		
Concept 1: Data Analysis (Statistics)	4	2.3	2.4	2.4	3.0	<b>2.53</b>	2.3	2.8	2.3	2.8	<b>2.55</b>		
Concept 2: Probability	4	1.4	1.5	1.5	2.0	<b>1.6</b>	1.8	2.0	1.6	2.3	<b>1.93</b>		
Concept 3/4 : Systematic Listing and Counting/Vertex Edge Graphs	4	1.6	1.7	1.7	2.3	<b>1.83</b>	2.2	2.8	2.5	2.5	<b>2.5</b>		
<b>Strand 3 Patterns, Algebra and Functions</b>	28	11.7	12.4	12.7	16.7	<b>13.38</b>	14.4	17.3	14.8	14.7	<b>15.3</b>		
Concept 1: Patterns	4	1.9	2.0	2.1	2.6	<b>2.15</b>	2.7	2.8	2.5	2.8	<b>2.7</b>		
Concept 2: Functions	6	2.6	2.85	2.8	3.6	<b>2.96</b>	3.2	3.5	3.0	2.3	<b>3</b>		
Concept 3: Algebraic Representations	14	5.6	6.0	6.1	8.3	<b>6.5</b>	6.7	6.6	7.8	7.2	<b>7.08</b>		
Concept 4: Analysis of Change	4	1.6	1.7	1.7	2.2	<b>1.8</b>	1.7	2.4	1.6	2.3	<b>2</b>		
<b>Strand 4 Geometry and Measurement</b>	28	10.8	11.3	11.8	16.1	<b>12.5</b>	12.7	14.7	13.4	13.5	<b>13.58</b>		
Concept 1: Geometric Properties	11	4.5	4.7	4.9	6.5	<b>5.15</b>	4.9	5.7	5.3	4.8	<b>5.18</b>		
Concept 2: Transformation of Shapes	4	1.6	1.9	2.0	2.7	<b>2.05</b>	1.8	2.4	2.0	2.5	<b>2.18</b>		
Concept 3: Coordinate Geometry	7	2.5	2.6	2.7	3.5	<b>2.83</b>	3.3	4.0	3.2	3.7	<b>3.55</b>		
Concept 4: Measurement	6	1.9	2.0	2.1	3.4	<b>2.35</b>	2.7	2.7	3.0	2.5	<b>2.73</b>		
<b>Strand 5 Structure and Logic</b>	12	4.7	4.9	5.0	6.7	<b>5.33</b>	5.5	6.9	6.0	5.7	<b>6.03</b>		
Concept 1 /2: Algorithms/Logic, Reasoning, Problem Solving, Proof	12	4.7	4.9	5.0	6.7	<b>5.33</b>	5.5	6.9	6.0	5.7	<b>6.03</b>		
		State Overall					<b>77.29</b>	School Overall					<b>86.83</b>

## G. Spring 2014 Math Data by Student

	G	Individual Student Data	PL	Exceeds			Time in Program (months)	FAY	Need Student	Most Difficult Objective
				537	487	471				
1	11		M	517	456	61	.67	Y		Data Analysis; Data Anal, Prob, and DM
2	11		M	495	481	14	.67	Y		Anal of Change; Patterns, Alg, and Func
3	11		F	455	458	-3	.88	Y	Y	Number Sense; Number and Operations
4	11		A	486	453	33	.67	Y		Number Sense; Number and Operations
5	11		A	479	474	5	.67	Y		Number Sense; Number and Operations
6	11		A	472	440	32	.48	N	Y	Number Sense; Number and Operations
7	11		A	490	463	27	.08	N		Number Sense; Number and Operations
8	11		A	474	453	21	.08	N		Anal of Change; Patterns, Alg, and Func
9	11		M	522	476	46	.25	N		Func and Relations; Patterns, Alg, and Func
10	11		M	527	472	55	.54	N		Number Sense; Number and Operations
11	11		A	479	456	23	.24	N		Number Sense; Number and Operations
12	11		F	445	448	-3	.67	Y		Number Sense; Number and Operations
13	11		M	512	472	40	.67	Y		Number Sense; Number and Operations
14	11		A	481	470	11	.08	N		Number Sense; Number and Operations
15	11		A	476	451	25	.08	N		Number Sense; Number and Operations
16	11		M	524	479	45	.67	Y		Func and Relations; Patterns, Alg, and Func

17	11		M	509	460	49	.67	Y		Number Sense; Number and Operations
18	11		F	427	429	-2	.08	N	Y	Probability; Data anal, Prob, and DM
19	11		F	472	420	52	.25	N		Number Sense; Number and Operations
20	12		F	462	453	9	.67	Y		Number Sense; Number and Operations
21	12		M	522	467	55	.08	N		Trans of Shapes: Geom and Meas
22	12		M	504	465	39	.67	Y		Measurement: Geom and Meas
23	12		M	495	448	47	.07	N		Measurement: Geom and Meas
24	12		M	514	474	40	.64	N		Func and Relations; Patterns, Alg, and Func
25	12		M	527	485	42	.08	N		Prob; Data anal, Prob, and DM
26	12		M	502	460	42	.89	Y		Geom Prop; Geom and Meas
27	12		M	519	451	68	.67	Y		Geom Prop; Geom and Meas
28	12		M	495	465	30	.08	N		Probability; Data anal, Prob, and DM
29	12		M	490	446	44	.45	N		Number Sense; Number and Operations
30	12		M	502	464	38	.33	N		Prob; Data anal, Prob, and DM
31	12		M	490	470	20	.25	N		Trans of Shapes: Geom and Meas
32	12		M	493	451	42	.67	Y		Algorithms, Reason, Logic; Struc and Logic
33	12		M	504	463	41	1.1	Y		Trans of Shapes: Geom and Meas
34	12		M	524	458	66	.67	Y		Algorithms, Reason, Logic; Struc and Logic
35	12		M	509	451	58	.67	N		Measurement: Geom and Meas
36	12		M	504	483	21	.89	Y		Number Sense; Number and Operations
37	11		M	504	485	19	.67	Y		Sys List and Count; Data anal, Prob, & DM
38	12		F	430	440	-10	1.86	Y	Y	Algorithms, Reason, Logic; Struc and Logic
39	12		A	486	446	40	1.67	Y		Number Sense; Number and Operations
40	12		M	490	477	13	1.5	N		Measurement: Geom and Meas
41	12		F	430	440	-10	2.1	N	Y	Data Analysis; Data Anal, Prob, and DM
	<b>G</b>		<b>PL</b>	<b>Spring</b>	<b>Prev</b>	<b>Change</b>	<b>Time in Program (months)</b>	<b>FAY</b>	<b>Need Student</b>	<b>Most Difficult Objective</b>
42	12		F	442	438	4	.4	N	Y	Anal of Change; Patterns, Alg, and Func
43	12		M	519	476	43	.67	Y		Number Sense; Number and Operations
44	12		F	430	429	1	.67	Y		Algorithms, Reason, Logic; Struc and Logic
45	12		M	517	472	45	.67	Y		Number Sense; Number and Operations
46	12		A	472	438	34	2.0	N		Number Sense; Number and Operations
47	12		F	467	458	9	.5	N		Measurement: Geom and Meas
48	12		F	445	429	16	1.34	Y		Probability; Data anal, Prob, and DM
49	12		F	450	426	24	.6	N		Anal of Change; Patterns, Alg, and Func
50	12		A	476	470	6	.6	N		Algebra Rep; Patterns, Alg, and Func
				487.1	457.8	29.3	.65			

**Students with Only One Test Score or Intermittent Scores**

	<b>G</b>		<b>PL</b>	<b>Score</b>	<b>Time in Program (months)</b>	<b>FAY</b>	<b>Need Student</b>	<b>Most Difficult Objective</b>
1	10		A	472	.08	N		Measurement; Geom and Meas
2	10		F	467	.25	N		Sys Listing and Counting; Data anal, Prob, and DM
3	10		M	519	.67	Y		Measurement: Geom and Meas
4	10		M	536	1.0	Y		Geom Prop: Geom and Meas

5	10		F	460	.25	N	Y	Anal of Change: Patterns, Algebra and Func
6	10		F	469	.08	N		Func and Relation: Patterns, Algebra and Func
7	11		M	502	.08	N		Prob; Data anal, Prob, and DM
8	11		A	474	.25	N	Y	Prob; Data anal, Prob, and DM
9	11		F	445	.25	N	Y	Patterns; Patterns, Algebra and Func
10	11		F	427	.25	N	Y	Func and Relations; Patterns, Alg, and Func
11	12		A	481	.25	N		Anal of Change; Patterns, Algebra and Func
12	12		A	483	.09	N		Coord Geom: Geom and Meas
13	12		M	500	.08	N		Number Sense; Number and Operations
14	12		F	450	1.13	N		Everything
15	10		F	465	.03	N		Transform of Shapes; Geom and Meas
16	12		M	507	.6	N		Anal of Change; Patterns, Algebra and Func
17	12		M	504	1.0	N		Anal of Change; Patterns, Algebra and Func
18	12		M	519	.3	N		Number Sense; Number and Operations
			<b>Average</b>	<b>482.2</b>	<b>.37</b>	<b>2</b>	<b>4</b>	

### 2012/2013 Math Performance Narrative:

Based on 2013 Spring AIMS Math performance scores, 65% of students classified as FAY met the proficiency level for the AIMS math in grades ten through twelve. The school met the projected spring goal of 59% set by the Performance Management Plan in 2010. The school also witnessed a strong proficiency of student growth whether FAY or non-FAY. Student population averaged 29.3 points of growth based on an average of standard scores. The proficiency rate of the student population did drop to 50% when non-FAY students were included, but the average time in program goes from 1.4 years to .58 years.

From this, two main issues significantly complicate the task of raising scores to the proficient level: 1) limited time in program 2) extreme initial performance deficits. Mobility rate of students could have somewhat complicated the task of raising scores because 61% of the students that tested in the spring did not meet the criteria of FAY which means they enrolled after October or had intermittent enrollment between October and the spring test date. Also when we look at the time in program of students that met performance on the AIMS, we see that it is anywhere from 2 to 3 months greater than students that approached or fell far below performance standards. If students entered the program at the approaching level, the issue of time in program would not be significant; however, most students enter the program significantly below standards. Previous scores indicate that students that enter the school have achievement scores that are approximately 21 points below the approaching category.

The state has not publically released how the school compared to other schools in the area for this year. However when looking at the school's performance compared to the state's performance based on average of correct responses in each standard and the comparison from last year, we see that the school out performs the state average in all strands and objectives. When the all scores are added together the school out performs the state by 9.5 points.

### 2013/2014 Math Program Descriptions

1. School wide math: One or two pertinent math concepts are focused on for the week. The math teacher and principal analyzed which standards received greater emphasis on the AIMS and then built a curriculum map that spiraled foundation skills. Each Friday, the math teacher and principal would provide professional development of the approaching concepts. Teachers would spend the first 20 minutes of each first period to teach the concept then provide a 5 minute reinforcement each successive period throughout the week. The school wide math focus was placed at the end of the day with an extra 20 minutes added onto the period for instruction.
2. Every student that had not met standards on the AIMS math completed an 85 minute daily block of math intervention from October 9 to April 15<sup>th</sup>. The intervention courses were grouped based on ability. Level 1 focused on fundamental number sense (i.e. multiplication, division, pre-algebra concepts with use of whole numbers only); Level 2 (review of division, fractions, decimals, prealgebra concepts with use of basic fractions and decimals); Level 3 (fundamental algebra concepts, linear equations, basics of geometry, and probability); Level 4 (review of algebra concepts, geometry). Students were placed in programs as they enrolled. A pre-test was given to identify which level each student entered. Shifts within the levels were permitted and usually started to occur within the beginning of the second week.
3. Starting in January, the school required students that were not meeting district and school growth goals were placed in mandatory tutoring sessions that ran for at least 20 minutes each day after school. Students were expected to attend at least two of the tutoring sessions each week. If a student failed to attend tutoring sessions, the student was assigned an after school detention. The principal was not consistent in ensuring that detentions were assigned if a student missed the tutoring session.
4. The school adjusted a paraprofessional's responsibilities to include the coordination of the tutoring program. The paraprofessional would meet with the teachers and students to determine the most beneficial schedule for tutoring. The paraprofessional would also monitor whether the students and teachers followed through with tutoring activities.
5. This spring the school entered into contract with the Road-to-Learning in which the Road-to-Learning provided afterschool tutoring. There is no evidence to suggest that the reading tutoring raised scores of students over students that did not receive tutoring. There is

evidence that the Road-to-Learning tutoring was effective in math. Scores for students in math that were consistently tutored by Road-to-Learning rose an average of 26.8 points.

6. The school wide math focus will stay at the end of the day. The school day was extended in 2013/2014 by an additional 20 minutes to increase the number of minutes available for math instruction.

7. The school will continue to implement a 182 day calendar.

**2013/2014 Changes and Additions**

1. Mandatory tutoring will start in September until spring testing in February.
2. The school will implement a norm referenced exam that is more aligned to common core and has been normed against high school populations. The norm referenced exam will allow more frequent assessments; more detailed reporting; and integration to the school's student management system.
3. School wide assessments will be given during fourth period on Fridays and teachers will receive reports by Monday morning.

**Category 3: Other Performance Measures**

**A. Requirements for Graduation and Progress Based on Credits**

**EOC Required Credits for Graduation\***

Language Arts	4 Credits
Social Sciences	3 Credits
Mathematics (Alg I, Alg II, Geometry)	3 Credits
Lab Sciences	3 Credits
Health and Physical Education	1.5 Credits
Fine Arts	1 Credit
Elective Credits	6.5 Credits
<b>Total Credits</b>	<b>22 Credits</b>

\*Special Needs students graduation requirements are met through the development of Individual Education Plans.

*Area of Need Based on Credits:*

Numbers in the chart identify areas of greater to lesser need. A 1 signifies an area of greatest need. A 7 signifies an area of least need.

	Language Arts	Social Sciences	Math	Lab Sciences	Health & PE	Fine Arts	Elective Credits
07/08	3	4	1	2	7	6	5
08/09	2	4	1	3	7	6	5
09/10	2	3	1	5	7	4	6
10/11	2	5	1	4	7	4	3
11/12	1	3	2	4	7	6	5
12/13	2	4	1	3	7	6	5
13/14	2	4	1	3	6	7	5
<b>Average</b>	<b>2.0</b>	<b>3.9</b>	<b>1.1</b>	<b>3.4</b>	<b>6.9</b>	<b>5.6</b>	<b>4.9</b>

**Percentage Of Students That Are Behind 1 Or More Years And/Or Have Not Passed AIMS Based on October 1<sup>st</sup> Count**

Academic Year	Percentage
2013/2014	89%

**Percentage of Students Behind 2 or more Credits Based Upon Time of Enrollment**

Academic Year	Percentage
2007/2008	98%

<b>2008/2009</b>	<b>97%</b>
<b>2009/2010</b>	<b>97%</b>
<b>2010/2011</b>	<b>98%</b>
<b>2011/2012</b>	<b>98%</b>
<b>2012/2013</b>	<b>96%</b>

**Overall Graduation Rate and Drop-out Rate Comparison:**

Academic Year	Number of Graduates	Number of students leaving during the year	Number of Returning Students from previous year	Number of Promoted Students at the end of the year	Number of 12 <sup>th</sup> graders that did not graduate
2007/2008	54	47	93	52	41
2008/2009	59	48	70	66	39
2009/2010	61	52	68	63	36
2010/2011	44	31	69	29	40
2011/2012	52	86	63	28	35
2012/2013	50	92	76	29	47
Average	53	59	73	45	40

2013 A-F Letter Grades for Educational Opportunity Center (6193) : 14-87-58-201

## Alternative School A-F Letter Grade = C ALT

Percent Passing of FAY students on AIMS and AIMS A

### AIMS

		READING			MATHEMATICS		
Grade	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	
11	13	7	54	15	9	60	
12	20	14	70	29	18	62	

### AIMS A

		READING			MATHEMATICS		
No data for this Subject							

### Median Percentile Rank of FAY Students (1 - Year)

Grade	Reading		Mathematics	
	Number	Median	Number	Median
10	1	86	1	93

### Median Percentile Rank (average across content areas)

All Students	Reading Median	Mathematics Median	Mean of Reading & Mathematics
	86	93	90



Improvement Points		
Spring to Fall Improvement	Students Earned	17
	Students Eligible	33
	Percent Improvement	52 %
Fall to Spring Improvement	Students Earned	26
	Students Eligible	45
	Percent Improvement	58 %
Spring to Spring Improvement	Students Earned	0
	Students Eligible	0
	Percent Improvement	0 %
Total Improvements Points		55

Annual Dropout Rate & 5- Year Graduation Rate

Graduation Rate			
	Rate		
Baseline (2006)	20		
Current Year	41		
Average Change	4		
3- Year Avg	48		
<b>3</b>			

Baseline and Targets for Annual Dropout and Graduation Rates

Current Year and Targets for High School Graduation Rates and Dropout Rates					
<i>Graduation Rates</i>	<i>In order to meet the Target</i>	<i>Points Earned</i>	<i>Dropout Rates</i>	<i>In order to meet the Target</i>	<i>Points Earned</i>
3-Yr Avg for 5-Yr Graduation Rate	<=48%	3			
Current Year 5-Yr Graduation Rate < 52%	2% Increase	3			
Current Year 5-Yr Graduation Rate >= 52%	1% Increase	3			

Calculation of Weighted Final Letter Grade			
	Raw Score	Weighting	Points
Percent passing AIMS and AIMS A	62	Percent Passing (Points X .30) X 2	37.2
ELL Bonus Points			0
Graduation Rate Bonus			3
Academic Persistence			3
Growth Score + Improvement Score (+ 1 point)	146	Total Growth (Points X .70) X 2	140
Total Points			183
Percent Tested			<b>83 %</b>
Final A-F Letter Grade			C-ALT
<b>95% PERCENT TESTED</b>			
Percent Tested		Max Eligible Grade	
>= 95%		A	
85% - 94%		B	
75% - 84%		C	
<75%		D	

**Arizona State Board of Charter Schools**

### Academic Performance Rating FY 2012

Charter Holder: Yuma Private Industry Council, Inc.  
Entity ID 4509

Charter School: Educational Opportunity Center  
Entity ID 6193, Grades 9-12

#### 1. Growth

Alternative High School		1a. SGP		1b. Improvement	
School	School Year	Math	Read	Math	Read
Educational Opportunity Center	2011-2012	NR	NR	51	34.5
Points Assigned		0	0	100	50
Weight		0	0	15	15

#### 2. Proficiency

Alternative High School		2a. Percent Passing		2b. Subgroup ELL		2b. Subgroup FRL		2b. Subgroup SPED	
School	School Year	Math	Read	Math	Read	Math	Read	Math	Read
Educational Opportunity Center	2011-2012	50	65	NR	NR	50	65	NR	NR
Points Assigned		100	75	0	0	100	75	0	0
Weight		10	10	0	0	5	5	0	0

#### 3. State Accountability & Overall Rating

Alternative High School		3a. State Accountability	4a. Graduation Rate	4b. Academic Persistence	Overall Rating
School	School Year	Grade	GradRate	Persist	
Educational Opportunity Center	2011-2012	NR	NR	100	85.9375
Points Assigned		0	0	100	
Weight		0	0	20	80

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

The school significantly improved the performance scores of FAY students and significantly improved the graduation rate of the school. EOC, for a maximum enrollment, has an incredible overall graduation rate. The school graduates about 40 to 60 percent of its capacity enrollment\* each year. This year we had 41% of the 4 and 5 year cohort graduate which is a 10% improvement over last year.

The greatest concerns to the graduation rate are the high number of students that drop-out and drop-in during the school year along with severe lag in academic credits of newly enrolled students. Because the school does not enroll students until they turn 16 years of age, most of the students arrive at EOC at least 1 year behind on credits. Most of the students that drop out will return to the school at some point in their educational career, but the time away from academic instruction deters their academic skill levels and their educational progress towards graduation.

The school uses a researched based credit recovery program in an extended day format. Students can receive an additional 1 hour of services before school and 2 hours after school if they chose. Approximately 13% of the student population makes use of the credit recovery program.

This year the school failed to ensure a significant number of students tested. The school only was able to achieve an 83% tested rate. This significantly reduced the overall rating of the school from an A to a C. Goals for this year should focus on student retention, student monitoring, and system monitoring.

\*Capacity Enrollment: Refers to the number of students the school receives funding from Arizona Department of Education. The school receives a maximum funding of 105 students.

**\*\*Complete Enrollment:** Refers to the actual number of students that enroll at the school. This year 158 students entered the school for at least one day.

## Category 2: Student Attendance

### Attendance Review

Academic Year	Attendance rate
2004/2005	96
2005/2006	89
2006/2007	92
2007/2008	96
2008/2009	95
2009/2010	95
2010/2011	94
2011/2012	91
2012/2013	92
Average	<b>94</b>

For an alternative school the overall attendance rate is sound. The school has practices in place that allow students some flexibility with attendance. Most of the time slotted to receive instructional support is on as needed basis. With many of the students entering far below grade level, the school must be concerned with the attendance rate of the students during topic driven lessons.

During quarters 3 and 4 of 2009, the school experimented with tighter guidelines on attendance to investigate if a greater impact would be made to increasing the attendance rate. For quarter four the school did see an improvement for students attending classes but at the cost of having more students drop out. In quarter 1 and 2 we saw attendance rate average around the 90% range. In quarter 3 and 4 the rate increased to 96%. This raised the average attendance rate in topic focused classes to 93 percent. The tighter guidelines did increase the drop-out results. Quarters three and four demonstrated a 4% increase in the drop rate compared to quarters one and two.

**The attendance policy will stay the same for this year. The attendance policy does not drop students after 3 days of absences, but results in a loss of credits. The governing board continues to extend due process to include attendance based issues. The case management system will continue except this year FAY students will receive priority. Each first period teacher is responsible for attendance intervention activities like home visits and phone calls home. The school has employed on staff person to assist teachers in making home contact.**

## Category 3: School Safety and Behavior

The school has many mechanisms in place to manage the conduct, behavior and procedures of students. From maintaining strict consequences for inappropriate behavior, to teaching desired behaviors and character skills, to maintaining a school wide incentive plan, the school encompasses a comprehensive discipline plan.

### Review of Inappropriate Behaviors:

Inappropriate Behavior	07/08	08/09	09/10	10/11	11/12	12/13	Total
Possession/Use of Firearm or destructive device	0	0	0	0	0	0	<b>0</b>
Possession/Use of a weapon other than a firearm	0	0	1	0	0	0	<b>1</b>
Possession/Use of illegal drug	9	18	15	8	4	4	<b>58</b>
Possession/Use of Alcohol	0	1	0	0	0	0	<b>1</b>
Possession/Use of Tobacco	13	12	18	24	12	16	<b>95</b>

Rape or Sexual Assault	0	1	0	0	0	0	1
Hate Crime	0	0	0	0	0	0	0
Bullying or Harassment	28	16	14	18	11	9	96
Motor Vehicle Theft	0	0	0	0	0	0	0
Physical attack/fight	1	1	2	0	0	0	4
Threat of attack/fight	19	9	13	13	8	2	64
Robbery	0	0	0	0	0	0	0
Theft	6	5	3	2	1	0	17
Sexual Harassment	0	0	1	0	1	0	2
Vandalism/criminal damage	8	6	3	3	4	1	25
Cheating	12	16	38	24	32	36	158
Disruptive Behavior/ Defiance/Not Following Directions	118	113	164	128	153	165	841
Sleeping in Class	31	36	42	36	38	44	227
Ditching	118	98	111	82	76	71	556
Bus Violations	0	0	0	0	0	0	0
Computer Misuse	0	8	3	2	3	8	24
Dress Code	112	79	85	74	nd	Nd	350
Other	85	83	68	43	38	51	368

**Review of Suspensions and Expulsions:**

Academic Year	Expulsions	Suspensions 1+ yr	Suspensions 10- dys	Suspension -1 dy
2005/2006	0	3	5	75
2006/2007	0	2	8	96
2007/2008	0	1	7	49
2008/2009	0	8	6	67
2009/2010	1	11	11	78
2010/2011	0	3	6	47
2011/2012	2	3	7	58

**Review of Repeat Offender (RO) Data:**

**Definition of Repeat Offender:** A student that displays inappropriate behavior on 4 events or more. No correlation between behaviors needs to exist.

Academic Year	Number of RO	Number of RO that displayed no decrease in behavior	Number of RO that displayed a decrease in behavior	Number of RO that extinguished inappropriate behavior
2005/2006	29	8	15	6
2006/2007	24	4	18	2
2007/2008	43	18	25	0
2008/2009	14	5	2	7
2009/2010	37	11	26	13
2010/2011	27	2	25	14
2011/2012	23	0	23	18

Most inappropriate behaviors are mild in origin. The most significant inappropriate behavior is disruptive class behavior/defiance. It is the inappropriate behavior exhibited the most by both repeat and non-repeat offenders. The school had its first event of cyber-bullying in March of the 2011. In response to the cyber bullying every class retaught the policies and consequences for such behavior. The staff remediated school wide behaviors of handling conflicts with peers and maintaining positive relationships. The student that demonstrated the behavior was suspended for 3 days. The student did not repeat the behavior.

#### Category 4: Parental Involvement Activities and Responses

The following is compiles information over the last 6 years based on parental involvement activities.

Parental Involvement Activity	05/06	06/07	07/08	08/09	09/10	10/11	11/12
# attended Orientations	32	27	12	18	14	16	9
# attended Fun Nights	15	31	25	29	36	44	na
% Parent/Student Handbook/Compact Signature page returned	99%	94%	96%	98%	91%	97%	93%
# attended Parent conferences	24	<b>31</b>	<b>19</b>	<b>17</b>	<b>13</b>	<b>24</b>	<b>23</b>
# assisted w/ Fundraising	1	3	0	5	3	9	0
# participated as Field trip chaperons	1	3	0	0	2	2	0
# participated as Room parents	0	0	0	0	1	2	0
# participated as Classroom volunteers	1	1	0	0	1	2	0
# shared special talents in classrooms	1	1	0	1	0	0	0
# Assisted in orientations	1	1	0	0	1	2	0
# acted as tutors for remediation	0	1	1	0	0	2	0
# participated in parent/community Academy	4	6	5	9	6	9	9
# participated as Member of Development Teams	4	3	3	2	2	4	2
% of parents that attended IEP conferences	87%	95%	100%	96%	98%	97%	96%

Parent involvement is still a major challenge at EOC because many of our students live away from home or have little support from home. We finished our sixth year of our parenting classes that focused on reestablishing communication with teens and assisting teens with daily life issues and pressures. Initially the class started with 15 parents. Nine of the parents successfully completed the class. The school really pushed for involvement in parent conferences and family night and we saw a resurgence of family participation.

#### Category 5: Professional Development Needs Assessment:

The professional development needs assessment is a multiple measures evaluation program. The district uses data from administrative generated information, teacher generated information, and student generated information. Teachers complete surveys and interviews annually to determine professional strengths and challenges. Data from the District assessments and AIMS are gathered to determine student academic needs; which is then translated into a major component of the professional development plan. The district uses a comprehensive evaluation program to assess the performance of teachers. Staff meet to review data and determine the main focuses for professional development.

In 2010, Arizona passed ARS 15:203 (A) (38) requiring all public schools to develop teacher evaluation systems that evaluate teachers in three categories of teacher performance, student performance, and category of school/district significance by the 2012/1013 school year. My director, human resource manager and I attended a webinar in March hosted by Arizona School Board Association in which we cooperatively developed a plan to revamp our school's teacher evaluation system starting May 31, 2011. The new law stated that teacher performance must account for 50% of the evaluation. The principal constructed a team that consisted of the 5 teachers of the school, our board president, director and human resource manager. The team used the Arizona

Frameworks for Measuring Educator Effectiveness as a guide for constructing teacher performance criteria. The team outlined criteria based on the nine standards and the performance objectives that went with each standard. The team concurred that some performance objectives held greater significance than others so the team placed different values on each performance objective so as when this category was completed the evaluation totaled 50 points. Once the teacher performance component of the evaluation was completed, the team constructed a draft outlining teacher effectiveness based on student performance. According to ARS 15:203, this category must be 33% of the overall evaluation. Through research and discussion the team concluded that three student achievement criteria impacted overall teacher performance. Student performance would be measured through performance on the AIMS, District Assessment and End of the Course assessments. The remaining 17% of the evaluation was allotted to the corporate values of our agency. As with the teacher performance component of the evaluation, the team weighed categories of the corporate values based on importance. On June 21, the principal emailed the measure to our school board members for review and requested feedback. Through emails I answered questions and clarified components of the evaluation. The board convened on July 13 and implemented the revised evaluation system.

Under agency policy, staff performance data must be collected at three months of employment, six months of employment and annually thereafter. As school practice performance data will be collected at least every 3 weeks. The chart on page 20 lists the specific attributes assessed by each assessment.

#### **Teacher Evaluation Categories**

<i><b>Performance Skills</b></i>	<i><b>Student Achievement</b></i>	<i><b>Corporate Value Attributes</b></i>
Standard 1: Lesson and Curriculum Planning 8 points	State Assessment : 9 points	Integrity: 2 points
Standard 2: Learning climate 7.5 points	District Assessment: 9 points	Consistency: 1 point
Standard 3: Instruction 16 points	End of the Course Assessment: 15 points	Initiative: 2 points
Standard 4: Assessment 6 points		Quality of Work: 3 points
Standard 5: Teacher Collaboration 2.75 points		Quantity of Work: 2 points
Standard 6: Professional Development Plan 2.5 points		Timeliness and Reliability: .69 points
Standard 7: Academic Knowledge 2.25 points		Organizational Contribution: 2 points
Standard 8: Professional Knowledge 2 points		Open Communication: .66 points
Standard 9: Special Needs Population 3 points		Professionalism: .66 Points
		Learning: .66 points
		Flexibility: 2 points
		Creativity: .33 points
<b>Total 50 points</b>	<b>Total 33 points</b>	<b>Total 17 points</b>

Data on teacher instruction is collected through an evaluation tool referred to as the Professional Competency Plan (PCP). The PCP examines key components necessary for effective instruction which are the performance objectives. Teachers provide a 45 minute uninterrupted video every 3 weeks for review. As a group, staff review 1 teacher's video to identify strengths, weaknesses and provide opportunity to establish instructional changes. The principal meets with the teacher to provide input.

The agency also evaluates student data to determine professional development needs. The agency reviews AIMS concept data and District data to determine student academic challenges. Professional development activities are then implemented to better assist students in overcoming those challenges. For

example, district and AIMS assessment reveal our greatest barriers to progress in math are “Strand One: Number Sense” and “Strand Three: Geometry”. All teachers attended training on Mathematical Reasoning. The training focused on scientific methods that assist students in seeing the big picture of why math operations are performed. The training instructed teachers in strategies that would take the student beyond the standard algorithms. After the training, the staff redefined lesson formats to incorporate the strategies and the strategies became evaluated on the PCP.

**Summary of Teacher Performance as based on Instructional Observations Sheets based on PCP**

Teacher’s Primary Assignment	Science	History	Intervention	SPED	Math	English	Average
1. Are concept and language objectives clearly stated?	96%	96%	96%	96%	94%	92%	95%
2. Are transitions to and from pre-lesson, direct instruction, guided instruction and independent practice quick and effective?	86%	94%	92%	94%	88%	92%	91%
3. Are remediations, preconcepts and skills taught prior to lesson/concept?	89%	94%	96%	96%	100%	94%	95%
4. Is lesson within instructional ranges (80% to 90% correct responses)?	92%	98%	98%	100%	100%	100%	98%
5. Does instructional delivery insist on skill mastery before moving on?	86%	94%	100%	100%	98%	96%	96%
6. Does lesson correlate to learning objectives?	100%	100%	100%	100%	100%	100%	100%
7. Are cues clear and consistent?	78%	88%	94%	92%	88%	86%	88%
8. Are 90% or more of students on task during direct instruction and at least 85% on task during independent practice?	92%	92%	87%	94%	94%	92%	92%
9. Are errors corrected immediately and appropriately?	82%	86%	87%	96%	96%	92%	90%
10. Are appropriate methods of behavior modification applied appropriately in regards to positive intervention strategies and procedures to correct inappropriate behaviors?	96%	98%	94%	96%	100%	94%	96%
11. Does teacher display active monitoring by giving at least 95% of time directed towards students?	96%	100%	92%	94%	98%	96%	96%
12. Are independent practice times no longer than 12 minutes?	92%	96%	89%	92%	88%	92%	92%
13. Are low performers involved and accountable?	82%	92%	88%	98%	90%	94%	91%

**Summary of Teacher Survey and Interview:**

Instructional Topic	Teacher Percentage
1) Teaching critical thinking skills	
2) Using technology to enhance learning	
3) Active learning strategies	
4) Teaching difficult or complex skills	
5) Instructional strategies	
	Reading
	Writing
	Math
6) Increasing student motivation	
7) Designing effective assessment	
8) Class management systems	



9) Self assessment of teaching skills	
11) Student learning styles	
12) Teaching strategies for adult learners	
13) Using technology effectively	
14) Scaffolding	
15) Differentiating Instruction	

Instructional development in teaching math is a major interest. During interviews, teachers relayed they feel students have difficulty remembering algorithms because the students fail to see the number concepts being applied. They believe the instructional strategies for teaching the algorithms are sound but lack the component that reveals the “big picture” to the student. Staff requests the need to further their proficiencies in diversifying math instruction.

Teacher development is key to the success of the school. Currently 100% of the teaching staff meets the definition of Highly Qualified in the main area they teach. The school added a highly qualified biology teacher and a highly qualified Special Education teacher to the roster this past fall. Administration at the school is still requiring all teachers to seek certification in areas they teach. Certification is accomplished by receiving a passing score on the state’s professional competency exam or receiving 24 credit hours in subject area and by holding a minimum of a bachelor’s degree.

When looking at the elements of effective instruction, teachers display solid to outstanding performance in all areas. Teacher effort is the reason why EOC students continually display growth each year. Teachers at EOC are able to continually produce growth where other schools have continually produced stagnation. Teachers still need to continue their outstanding performance in all categories. Based on the PCP emphasis for instructional growth should be placed on cuing systems, error correction procedures, using independent practice appropriately and ensuring low performers are accountable.

**Category 6: Community Demographic Population**

*Basic Information:*

1. Maximum of 105 enrollment
2. Ages 16-21
3. Resident of Yuma, Somerton or San Luis

**Cultural Heritage**

	2005	2006	2007	2008	2009	2010	2011	<b>Average</b>
White of European Descent	7	8	9	6	9	11	13	9
African American	8	5	4	3	3	4	7	5
Hispanic	84	85	86	91	83	80	79	84
American Indian	1	1	1	0	1	2	1	1
Asian	0	1	0	0	1	3	0	1
Other White	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0

**Demographic by Gender**

	Male	Female
2007	42	58
2008	49	51
2009	57	55
2010	52	48
2011	47	53

### Total Special Needs Population and Categorical Disabilities

Year	Total Population	Learning Dis	MMR	Other Type
09/10	14	12	2	0
10/11	18	17	1	0
11/12	11	11	0	0

### ELL Population

The school uses the AZELLA test of language aptitude to measure English Proficiency. The school does not have a population that qualifies for ELL services. There is a plan in place that is used to provide language services through an Individual Language Learner Plan if needed.

#### *Demographics by Risk Factor:*

Student Risk rate is increased due to factor that Yuma, Somerton and San Luis are considered to be areas of high-growth population. The Center for Research on the Education of Students Placed At Risk (CRESPAR) has found a correlation exists between the academic success of a community and the rate at which the community grows.

Risk Factor	2006	2007	2008	2009	2010	2011	Average
Low Income	96	89	90	92	94	<b>97</b>	<b>92</b>
Drop-Out/Expelled	86	84	88	94	90	<b>92</b>	<b>88</b>
Single Parent Family	58	62	64	79	83	<b>86</b>	<b>69</b>
Homeless or other than nuclear family	35	39	33	6	12	<b>18</b>	<b>25</b>
History of Juvenile Offender	23	22	24	28	27	<b>21</b>	<b>25</b>
Parent w/ less than HS Diploma	53	48	50	48	42	<b>38</b>	<b>48</b>
Working youth of more than 15 hrs weekly	28	41	43	19	27	<b>32</b>	<b>32</b>
ELL	0	0	0	0	0	<b>0</b>	<b>0</b>
SPED	17	15	10	14	18	<b>11</b>	<b>15</b>
Parenting Youth	31	46	47	35	44	<b>46</b>	<b>41</b>
Current Juvenile/Adult Offender	21	18	17	6	18	<b>14</b>	<b>16</b>
Incarcerated Parent	14	11	13	13	15	<b>12</b>	<b>13</b>
Substance Abuse	34	27	33	38	33	<b>47</b>	<b>33</b>
Chronic Illness w/ need for accommodation	9	7	3	4	5	<b>5</b>	<b>6</b>

Based on data, the school meets criteria for school within a high poverty area based on the number of low income students that attend the school. A factor that contributes or correlates with the high poverty rate is the rate of students that reported to have single parent family background. The school is still attracting most of the school population from students that have dropped out or have been expelled. This population enters the school with many attributes that caused failure at former schools. The population exhibits intermittent attendance patterns which is evident by the high mobility rates. The school has been able to establish solid attendance by ensuring there is always new student applicants to replace transient students. Approximately 25% of the population will be a juvenile/adult offender. A major concern of our parenting youth is access to affordable and flexible daycare. The school has a moderate number of SPED students, but the academic levels of most SPED students are comparable to the levels of the general population. The school seems to have a small population of students that have severe medical needs in which accommodations are necessary.

## **Category 7: Collaboration of Services**

The school partners with various entities to support the goals and vision of the school. A Collaboration of Service Team has been established and meets monthly to review a summary service deliveries and needs assessment data. The COST team consists of one representative of each category. Each summer the COST team establishes service parameters and contracts.

### **Post-Secondary Career Partnerships:**

Yuma Private Industry Council Youth Services: All students have access to the agency's basic employment services such as resume assistance and job search. Economically eligible students are provided educational services and employment training services.

Arizona Western College: The school contracts with Arizona Western College and local highly qualified teachers to provide supplemental intervention services before, during and after school hours. Currently the school offers math and reading interventions through AWC. AWC also provides an instructor that teaches one class of basic computer technology and one class of web design

Arizona Armed Forces Recruiting Network: The school has established contacts at the Arizona National Guard and Marine recruiting center, and the MEPS Regional Recruit Processing Center. MEPS staff provides career assessment support for all students at the school. MEPS provides one testing date each semester. Recruiting services in Yuma support additional test dates on the 2<sup>nd</sup> and last Wednesday of each month at the Yuma Community Response Center.

Yuma La Paz Tech Prep Consortium: The school contracts with the consortium to pay 15% of the salary of a vocational projects coordinator. The coordinator assists the principal and academic advisor in developing the ECAP program and vocational study program.

### **Counseling Support:**

Community Intervention Associates (CIA): The school contracts with CIA to provide social, emotional and drug cessation counseling services. Services are provided to assist students in achieving behaviors that will lead to the retention of employment or post-secondary education.

Dr. Bill Babb LLC: Dr. Babb provides evaluation services as part of the special education identification and classification process.

### **Family Support Services:**

Child and Family Resources: Child & Family Resources provides a vast array of services for our student parents. The programs are offered at no cost to the students. Child and Family Resources provides parenting classes, out-reach services and family assessments for students. Child and Family Resources also will carry out community resource location activities and assist in placing children in day cares so they can attend school.

Department of Economic Security: DES provides support in the areas of cash assistance, food assistance and child care support. Parenting youth that are age and economically eligible can qualify for payment for child care services if the student takes the child to an Arizona licensed child care provider.

Various Child Care Providers: Students that do not qualify for DES child care support can receive partial support through the school. Once the student has located a licensed provider, the school will establish a fee for service contract that pays the provider \$24.00 with a maximum of \$120.00 weekly. A contract is established between the school, day care provider and student that details service delivery. Contracts must be renewed at the end of each academic quarter and renewal is subject to the schools fiscal performance.

Amberly's Place: Amberly's Place will provide temporary shelter and on-going service to female students that are victims of domestic violence. Staff from Amberly's place also provide 3 annual seminars regarding the topic of domestic violence.

Yuma Community Food Bank: The Food Bank responds with crisis baskets upon school referral. The food bank will deliver baskets to the home or the school.

Western Arizona Counsel of Governments: WACOG provides utility assistance support for families that cannot pay utility bills. On the first Tuesday of each month the school must provide a list that contains names and addresses of family with concerns. This is a Yuma community service in which the school competes with the rest of Yuma County. Only about 2% of the referrals are serviced each year.

Yuma Reading Council: The school has a partnership with the Yuma Reading Council to teach reading to family members of our students. Each year about eighteen family members utilize this service on a consistent basis.

Regional Center for Border Health: RCBH provides basic clinic support to our students and families. They have a satellite clinic located on our campus. In co-sponsor our HOSA student organization and donate about \$2,000 in resource and capital support to the HOSA program each year. They also provide community health and wellness academies for students and families throughout the year. RCBH assists in the screening of Arizona Health Care Cost Containment System (AHCCCS) applicants.

Yuma County Health Services: Yuma County Health Services provides immunization services for reduced costs if students are not AHCCS eligible. If students hold a valid AHCCS policy, the YCHS will provide immunizations at no cost to the school. YCHS also

### **Community Student Organizations and Centers:**

Student Leadership Program (STUCO): Student Leadership Program is a rigorous and challenging skill and knowledge-based program created by the National Association of Student Councils to build outstanding individual leaders in high schools. This organization has control of student activities and student generated finances.

Health Occupations Students of America (HOSA): Collaboratively supported by the Regional Center for Border Health, HOSA promotes career opportunities in the health care industry and enhances the knowledge base of students that are interested in health care industry.

DECA: DECA prepares students for careers in marketing, business, finance, hospitality and management at a high school level. DECA provides both enrichment and competition experiences in order to prepare students to become successful in world of business or pursue further education at a post-secondary level.

Martin Luther King Teen Center: Students may receive tutoring, homework assistance and remediation. Computer based programs and self-directed curricula allow students to gain academic credit that will lead to a high school diploma.

### **Human Resource and Facility Support:**

Yuma Metropolitan Planning Organization: The school has a contract with YMPO to provide Dial-A-Ride services and Public Transit service for students.

Yuma Union High School District Lunch Program: Because most of the students live in poverty, a school lunch program will provide students with at least one stable meal that meets national standards each day. A lunch program will allow students the ability to maintain energy levels necessary for academic achievement. The school receives lunches and breakfasts through Cibola cafeteria. Our school must provide staff to fulfill program documentation requirements and point of service duties. Cibola will provide a driver to drop off breakfasts and lunches.

**Category 8: School Schedule**

**Monday through Thursday Schedule**

Activity	Time
<i>Breakfast</i>	8:50-9:10
Period 1	9:10-10:00
Period 2	10:05-11:30
<i>Lunch</i>	11:30-12:00
Period 3	12:00-1:25
Period 4	1:30-2:55

**Friday Schedule**

Activity	Time
<i>Brunch</i>	8:40-9:00
* Period 2	9:00-10:16
Period 3	10:23-11:38
Period 4	11:45-1:00

Survey results display most students prefer the intensified instructional day and calendar. The schedule and calendar allow students the most instructional minutes in the shortest amount of time. Students are able to achieve the required “seat hour” for half a credit in 9 weeks by only having to dedicate 6 hours at the school site for a full day instruction. This has been achieved by keeping lunch time and breaks to a minimum and isolating elective classes, fine-art, health and PE classes to Fridays. Needs assessment display that our Friday classes are the academic areas of least need.

This year, Friday’s end time was extended from 11:45 to 1:00 pm to accommodate new state attendance counting regulations. The school is able to accommodate students that have excessive needs in the areas signified for Friday classes through individualized plans. Students reported, through surveys, a need of evening classes. They stated even though the school offers independent learning from 3:00 to 4:30 – they stated work and day care needs often require more flexible scheduling. Funding from Title 1 stimulus supplemented the funding of an evening program.

Including transfer credits, evidence suggests it takes students approximately two years to graduate from EOC charter high school. It would take a student 3 years to graduate if the student entered the school with 0 credits and stayed on a basic path of graduation.

**Category 9: Transportation**

**Category 10: Teacher Salaries and Benefits**

**Yuma Union High School Teacher Salary Range**

<a href="#">Teacher High School</a>	10th%ile	Median	75th%ile
Yuma, AZ 85364	<b>\$38,863</b>	<b>\$42,638</b>	<b>\$59,480</b>

**Yuma Averages Comparable to EOC Experience: Salary \$38,863 benefits \$11,387**

	Median Amount
Base Salary	\$38,863
Social Security	\$2,099
Disability	\$272
Healthcare	\$3,148
Pension/401K	\$2,293
Time Off	\$3,575
<b>Total</b>	<b>\$50,339</b>

Figures have been calculated from most recent information posted on salary.com

**EOC Averages: Salary \$33,034 benefits \$19,714**

Base Salary	\$33,034
<u>Social Security</u>	\$2,248
<u>401k/403b</u>	\$2,093
<u>Disability</u>	\$378
<u>Healthcare</u>	\$4,785
<u>Time off</u>	\$6,710
Incentives	\$3,500
<b>Total with salary</b>	<b>\$52,748</b>

Data displays that EOC teachers receive more district contribution towards benefits when compared to Yuma averages. Through returning incentives, performance salary increases, matching 401 K funds and performance incentives the school made great gains in equalizing teacher pay when compared to schools in Yuma. The school still somewhat lags behind other Yuma schools but not as significantly as figures before 2006/2007. The main factor to the disparity is the reality that charter schools do not receive the same student funding ratio as a regular public school. Charter schools receive an amount equivalent to 80% of what a regular public school receives.

**\*See EOC Budget Analysis for further Information**

**Category 11: School Budget Analysis**

**Income**

	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>10/11</b>	<b>11/12</b>
State Equalization	\$624,488	\$641,198	\$647,646	\$710,509.01	\$549,448	\$708,627	\$719,083
Federal and State Project	\$80,904	\$66,125	\$51,939	\$60,737	\$344,522	\$85,912	\$26,002
Prop 301	\$53,244	\$47,670	\$53,554	\$63,718	\$32,800	\$33,798	\$36,859
Other (Local)	\$1,300	0	\$4,698	\$3,107	\$1,830	\$4,560	\$40,609
<b>Total</b>	<b>\$759,936</b>	<b>\$754,993</b>	<b>\$775,728</b>	<b>\$846,079</b>	<b>\$972,495</b>	<b>\$832,897</b>	<b>\$823,635</b>

**Expenses as Percent of Total Equalization Income**

<b>Departmental Categories</b>	<b>05/06</b>	<b>06/07</b>	<b>07/08</b>	<b>08/09</b>	<b>09/10</b>	<b>09/10</b>	<b>11/12</b>	<b>Average</b>
Instruction	42%	46%	40%	42%	46%	45%	48%	<b>44%</b>
Student Support Services	12%	13%	12%	12%	9%	12%	13%	<b>12%</b>
General Admin	5%	5%	3%	3%	7%	2%	2%	<b>4%</b>
School Admin	11%	12%	12%	12%	13%	11%	15%	<b>12%</b>
Operations and Maintenance	15%	12%	11%	11%	11%	9%	9%	<b>11%</b>
Pupil Transportation	5%	8%	4%	4%	4%	1%	2%	<b>4%</b>
Business	5%	9%	8%	8%	8%	5%	5%	<b>7%</b>
Percent Carried Over to following year	5%	-3%	8%	8%	2%	8%	4%	<b>5%</b>

**Detail Analysis Across Departmental Categories:**

Item Name	2007/2008	2008/2009	2008/2009	2010/2011	2011/2012	Average
Salaries	51%	49%	51%	43%	49%	49%
Benefits	17%	11%	13%	14%	17%	14%
Purchased Services	30%	24%	25%	11%	21%	22%
Supplies	2%	7%	10%	5%	3%	5%
Extracurricular Programs	0%	1%	1%	1%	1%	1%

Over the past 6 years, the school has an average total income of about \$823,688. In-classroom spending, which is the combined departmental categories of Instruction Salary & Benefits along with Student Support, accounts for 53.6% of the schools expenses. Based on the Fiscal 2005 Auditor Generals report, Arizona calculated in-class room spending at 58.4%. EOC's in classroom spending is comparable to other local school districts. Benefit expenditures across school categories is less than the Yuma average, however the benefits for school staff is above the Yuma average. Approximately 12% of the schools budget goes towards district support which is comparable to local, State and National averages.

Purchased Services tend to account for about a quarter of school expenses. Purchased services include rental fees for the building, utilities, property tax, insurances, contracts with daycare, contracts with school psychologist, contract with school evaluator, trainings, transportation expenses, etc.

Over the past ten years the school has accumulated \$368,970.13 in retained earnings. \$62,927.64 of the retained earnings have been retained in the category of Proposition 301. \$16,889.09 has been retained in the category of the Instructional Improvement Fund and \$289,153.40 has been retained in Maintenance and Operations.

**Categories identified as greatest need areas:**

<p><b>Category 1: Student Achievement Math, Reading, Graduation Rate</b></p>	<p>The greatest concerns, in regards to the AIMS assessment, is not just the large number of EOC students that are not passing all 3 categories of the AIMS but also the significant number of students needed to pass the math portion of the AIMS. Even though our math scores exceeded the state's average this year, our school worries about sustaining the same growth this year because school wide bench mark data puts the incoming population about 15-20 standardized points below the previous year. In addition to severe academic lag.</p> <p>Only about 38% of our students are required to take the AIMS Reading exam. About 8% of that population are tenth graders that have never taken the AIMS before. The remaining 92% are students that have not met competency on the AIMS. Our bench mark data indicates that those students that need to pass the reading portion are also 20 points from proficient level.</p> <p>The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.</p>
<p><b>Category 2: Attendance</b></p>	<p>The school has a large transient population. One of the main reasons why students were not successful in previous schools related to sporadic enrollment/attendance. Stricter guide-lines for attendance neither positively nor negatively affected the attendance rate or drop-out rate, which leads the team to believe other factors are controlling the mobility of the population.</p> <p>This year the school revised the attendance policy to afford students due process protections for attendance related issues along with eliminating the policy to drop students that are beyond 3 days of absences per 9 week block of instruction.</p>
<p><b>Category 4: Parental Involvement</b></p>	<p>Parent involvement is still a major challenge at EOC because many of our students live away from home or have little support from home. We finished our sixth year of our parenting classes that focused on reestablishing communication with teens. Initially the class started with 15 parents. Nine of the parents successfully completed the class. The</p>



	school really pushed for involvement in parent conferences and family night and we saw a resurgence of family participation.
<b>Category 5: Teacher Readiness/Performance</b>	Teachers consistently display the basic elements of delivering effective instruction. The greatest professional development needs are better verbal and procedural scaffolding while also improving differentiation of instruction.
<b>Category 6: Community Demographic Population</b>	The student population is marked by numerous risk factors: sporadic enrollment, parenting youth, juvenile/adult offender, low or little income, homelessness, family history of limited education.

## Yuma Private Industry Council EOC Charter High School School Wide Plan School wide Reform Priorities, Goals and Strategies

<b>Category 1: Student Achievement Math, Reading, Graduation Rate</b>	<p>The greatest concerns, in regards to the AIMS assessment, is not just the large number of EOC students that are not passing all 3 categories of the AIMS but also the significant number of students needed to pass the math portion of the AIMS. Even though our math scores exceeded the state's average this year, our school worries about sustaining the same growth this year because school wide bench mark data puts the incoming population about 15-20 standardized points below the previous year. In addition to severe academic lag.</p> <p>Only about 38% of our students are required to take the AIMS Reading exam. About 8% of that population are tenth graders that have never taken the AIMS before. The remaining 92% are students that have not met competency on the AIMS. Our bench mark data indicates that those students that need to pass the reading portion are also 20 points from proficient level.</p> <p>The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.</p>
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**Goal 1:** The school will maintain a staff that demonstrates researched methods of effective instruction and maintain student learning engagement at 90% engagement rate evidenced by ongoing, monthly, comprehensive teacher evaluation.

### Specific Actions:

1. The agency, through agency and grant funds, provide training to teachers in the area of basic instructional practices behavior management practices that are common to all classes. The site administrator will revisit training concepts prior to the beginning of the school year and revisit concepts at staff development meetings. The school will dedicate at least 45 minutes of each weekly staff meeting to the development of common instructional and classroom management practices.

The focus for this year will be case management; verbal scaffolding, procedural scaffolding, curriculum mapping, concept mapping, assessment mapping and differentiated instruction.



2. The concepts developed in trainings will be aligned to Arizona’s standards for instructional competency.
3. All teachers will be highly qualified in main content areas.
4. Teacher evaluation system shall be aligned with Arizona’s legal mandate where 50% of the evaluation is based on teacher performance, 33% based on student achievement and 17% is based district specific criteria.
5. The administrator will conduct at least one 45 minute informal formative observation and one 45 minute formal observation each week.
6. Teachers shall be reimbursed tuition, licensing, and test fees as courses or certifications are issued and completed.

**NCLB Relationship:**

**Student Achievement Priority #1: Students will be taught by highly qualified experienced staff across the curriculum**

**NCLB Component: #1 School wide Reform Strategies and #2 Highly Qualified Personnel**

- Provide opportunities for all children to meet state levels of achievement
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).
- Students shall receive instruction by highly qualified teachers and paraprofessionals.

**Implementation Benchmarks Academic Achievement for Category #1:**

- Prior to each new academic year all teachers receive 15 hours of in-service that will be dedicated to effective instructional practices.
- Each new teacher will receive an additional 20 hours of in-service dedicated to effective instructional practices.
- The school will offer incentive pay to any returning staff that demonstrates work proficiency.
- The school will randomly monitor engagement through video taping.
- Teachers and administrator will engage in interactive teaching collaboration.

<p><b>Category 1: Student Achievement Math, Reading, Graduation Rate</b></p>	<p>The greatest concerns, in regards to the AIMS assessment, is not just the large number of EOC students that are not passing all 3 categories of the AIMS but also the significant number of students needed to pass the math portion of the AIMS. Even though our math scores exceeded the state’s average this year, our school worries about sustaining the same growth this year because school wide bench mark data puts the incoming population about 15-20 standardized points below the previous year. In addition to severe academic lag.</p> <p>Only about 38% of our students are required to take the AIMS Reading exam. About 8% of that population are tenth graders that have never taken the AIMS before. The remaining 92% are students that have not met competency on the AIMS. Our bench mark data indicates that those students that need to pass the reading portion are also 20 points from proficient level.</p> <p>The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.</p>
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**Goal 2:** 59% of 10<sup>th</sup> through 12<sup>th</sup> grade students will score meets or exceeds on the Spring AIMS math exam by May of 2014.

**Specific Actions:**

1. The school will pre-test and post-test all students and provide quarterly benchmarks.
2. The school will use uniform teaching approaches that have a high probability to be effective with reluctant learners. The 3 most effective approaches so far are:
  - Direct Instruction or Precision Teaching
  - Cooperative Grouping
  - Guided Inquiry
3. Math instruction will be evaluated through video taping to guide instruction.
4. Students that have not met competency on AIMS will be enrolled in classes that will improve math reasoning, number sense and geometry concepts and enrolled in classes that will improve reading abilities. The classes will be ability leveled.
5. Math reasoning will be assessed quarterly through a standardized test.
6. Students will be eligible to receive academic credit for improved grade level achievement.
7. Students will be offered after school classes or tutoring by HQ staff.
8. The School will implement school math strategies across the curriculum to include all content areas.
9. Encourage as many students as possible to complete the independent study math credit retrieval program (Laurus Math) prior to other independent study courses – especially if they have not passed the math AIMS.
10. Concept mapping will be applied for students receiving intervention services.
11. Students that do not display mastery on school wide concepts will receive remediation during lunch time.

**NCLB Relationship:**

**Student Achievement Priority #1: Students will improve skill levels in reading, math and writing.**

**NCLB Component: #1 Schoolwide Reform Strategies and #2 Highly Qualified Personnel**

- Provide opportunities for all children to meet state levels of achievement
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).
- Students shall receive instruction by highly qualified teachers and paraprofessionals.

**Implementation Benchmarks Academic Achievement for Category #1:**

- Prior to each new academic year all teachers receive 15 hours of in-service that will be dedicated to effective instructional practices.
- Each new teacher will receive an additional 20 hours of in-service dedicated to effective math instructional practices.
- The evaluation of teachers will be tied to student performance.
- The school will monitor engagement weekly.
- Staff will conduct an error analysis and concept mapping activities collaboratively at weekly staff meetings.
- Teachers and administrator will engage in interactive teaching collaboration.
- Continue to integrate math across the curriculum.

<p><b>Category 1: Student Achievement Math, Reading, Graduation Rate</b></p>	<p>The greatest concerns, in regards to the AIMS assessment, is not just the large number of EOC students that are not passing all 3 categories of the AIMS but also the significant number of students needed to pass the math portion of the AIMS. Even though our math scores exceeded the state’s average this year, our school worries about sustaining the same growth this year because school wide bench mark data puts the incoming population about 15-20 standardized points below the previous year. In addition to severe academic lag.</p> <p>Only about 38% of our students are required to take the AIMS Reading exam. About 8% of that population are tenth graders that have never taken the AIMS before. The remaining 92% are students that have not met competency on the AIMS. Our bench mark data indicates that those students that need to pass the reading portion are also 20 points from proficient level.</p> <p>The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.</p>
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**Goal 3:** 67% of 10<sup>th</sup> grade and 12<sup>th</sup> grade students will score at the meets or exceeds level on the Spring AIMS reading exam by May of 2014.

**Specific Actions:**

1. The school will pre-test and post-test all students and provide quarterly benchmarks.
2. The school will use uniform teaching approaches that have a high probability to be effective with reluctant learners. The 3 most effective approaches so far are:
  - i. Direct Instruction or Precision Teaching
  - ii. Cooperative Grouping
  - iii. Guided Inquiry
3. Teachers will imbed oral language development activities within their instructional models.
4. Reading instruction will be evaluated through video taping to guide instruction (PCP).
5. Students that have not met competency on AIMS will be enrolled in classes that will improve basic reading fluency and comprehension skills. The classes will be ability leveled.
6. Reading comprehension will be assessed quarterly through a standardized test.
7. Students will be eligible to receive academic credit for improved grade level achievement.
8. Students will be offered after school classes or tutoring by HQ staff.
9. The School will implement school reading strategies across the curriculum to include all content areas.
10. Concept mapping will be applied for students receiving intervention services.

**NCLB Relationship:**

**Student Achievement Priority #1: Students will improve skill levels in reading, math and writing.**

**NCLB Component: #1 Schoolwide Reform Strategies and #2 Highly Qualified Personnel**

- Provide opportunities for all children to meet state levels of achievement
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).

- Students shall receive instruction by highly qualified teachers and paraprofessionals.

### **Implementation Benchmarks Academic Achievement for Category #1:**

- Prior to each new academic year all teachers receive 15 hours of in-service that will be dedicated to effective instructional practices.
- Each new teacher will receive an additional 20 hours of in-service dedicated to effective math instructional practices.
- The evaluation of teachers will be tied to student performance.
- The school will monitor engagement weekly.
- Staff will conduct an error analysis and concept mapping activities collaboratively at weekly staff meetings.
- Teachers and administrator will engage in interactive teaching collaboration.
- Continue to integrate reading instruction across the curriculum.

<p><b>Category 1: Student Achievement Math, Reading, Graduation Rate</b></p>	<p>The greatest concerns, in regards to the AIMS assessment, is not just the large number of EOC students that are not passing all 3 categories of the AIMS but also the significant number of students needed to pass the math portion of the AIMS. Even though our math scores exceeded the state's average this year, our school worries about sustaining the same growth this year because school wide bench mark data puts the incoming population about 15-20 standardized points below the previous year. In addition to severe academic lag.</p> <p>Only about 38% of our students are required to take the AIMS Reading exam. About 8% of that population are tenth graders that have never taken the AIMS before. The remaining 92% are students that have not met competency on the AIMS. Our bench mark data indicates that those students that need to pass the reading portion are also 20 points from proficient level.</p> <p>The school did not make AYP this previous year due to the graduation rate based on cohort year. 97% of our student population is 2 or more credits behind the normal rate of credit achievement.</p>
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**Goal 4: The school will raise cohort graduation rate by at least 2% but not more than 4% each year.**

#### **Specific Actions:**

1. The school will offer a variety of competency based courses and proficiency assessments to assist with credit retrieval.
2. After school course(s) with 60 hours of seat time will be offered for .5 credit each.
3. The school will continue to honor all transfer courses that have received above the grade of a D.
4. Organizational restructuring will be developed to assist with better tracking of students that are able to graduate within their cohort year.
5. If less than 2% growth is a possibility, the school will provide an expanded summer school for students.
6. If the graduation rate begins to exceed 4% growth summer school will not be offered or limited to those students that are already outside their cohort graduation.

#### **NCLB Relationship:**

**Student Achievement Priority #1: Students will graduate within their cohort at level of 71% graduation rate or at least 2% growth each year.**

#### **NCLB Component: #1 School wide Reform Strategies and #2 Highly Qualified Personnel**

- Provide opportunities for all children to meet state levels of achievement
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).
- Students shall receive instruction by highly qualified teachers and paraprofessionals.

### **Implementation Benchmarks Academic Achievement for Category #1:**

- Prior to each new academic year all teachers receive 15 hours of in-service that will be dedicated to effective instructional practices.
- Each new teacher will receive an additional 20 hours of in-service dedicated to effective instructional practices.
- The school will offer incentive pay to any returning staff that demonstrates work proficiency.
- The school will monitor engagement weekly.
- Teachers and administrator will engage in interactive teaching collaboration.
- Continue to integrate math across the curriculum

<b>Category 2: Attendance</b>	The school has a large transient population. One of the main reasons why students were not successful in previous schools related to sporadic enrollment/attendance. Stricter guide-lines for attendance neither positively nor negatively affected the attendance rate or drop-out rate, which leads the team to believe other factors are controlling the mobility of the population.
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### **Goal 5: The school will maintain an in class average daily attendance ratio of 88% or better .**

#### **Specific Actions:**

1. Daily attendance will be collected within 20 minutes of the start of the school day.
2. Attendance clerk will receive partial assistance for aide to complete absent calls.
3. School incentive plan will increase incentives for being to school on time. (BESPA)
4. The school will look at public transportation as an alternative to school buses.
5. To increase in class attendance, only 15 hours of make up time will be accepted each quarter.
6. Redesign the school attendance policy to extend due process protocol to students and families regarding issues of attendance.
7. Redesign the school attendance policy to remove automatic withdraw of students that exceed 3 days of absences in an academic quarter and replace with wording that describes loss of credit for absences extending beyond 3 days.
8. Redesign case management where teachers and staff are able to immediately communicate concerns of absenteeism in a documented and historical fashion.
9. Require first period teachers to perform family contact activities for absent students.

#### **NCLB Relationship:**

#### **Student Achievement Priority #2: Students will attend school daily and consistently**

#### **NCLB Component: #1 Schoolwide Reform Strategies and #4 Additional Support**

- Provide opportunities for all children to meet state levels of achievement
- Identify Specific needs of students who are not meeting state academic standards
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).
- Ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with effective, timely additional assistance.

### **Implementation Benchmarks Academic Achievement for Category #2:**

- Students that have been sent home or suspended for disciplinary reasons will be given the opportunity to return between 3:00 and 4:30 for specific instruction of missed concepts.
- Continue to teach behaviors for school and life success
- Continue to provide support services (i.e. Arizona Children, Community Intervention Associates) to those in most need.
- In addition to phone contacts to absent students, home contacts will be made to those students with the most severe absentee rate.
- Continue to provide rewards, recognition for sustaining positive attendance

- Create at a drop-out prevention committee
- Provide staff with drop-out prevention training.
- Students that withdraw will complete an exit survey
- Students will receive risk-assessment training
- Include a weekly night classes at Martin Luther King Center
- Continue with after school classes

<b>Category 4: Parental Involvement</b>	Parent involvement is still a major challenge at EOC because many of our students live away from home or have little support from home. We finished our sixth year of our parenting classes that focused on reestablishing communication with teens. Initially the class started with 15 parents. Nine of the parents successfully completed the class. The school really pushed for involvement in parent conferences and family night and we saw a resurgence of family participation.
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**Goal 6: Increase parent involvement by 5%.**

**Specific Actions:**

1. Better advertise family activities through newsletters, flyers, and student body presentations.
2. Prior to the academic year, post family nights on the school calendar.
3. Utilize one assistant to assist in calling parents to schedule meetings.
4. Have registrar encourage parents to attend school orientation meetings.
5. Develop a school-family communication model and assessment system.
6. Develop and implement family surveys.
7. Involve parents in key levels of decision making.
8. Ensure parent representation is present on all committees that establish policy, procedures and common practices.
9. Allocate maintenance and operation funding to support parent involvement recruiting and participation practices.
10. Increase the quality and quantity of staff home visits.
11. Provide training to staff that will improve verbal and nonverbal communication skills.
12. Provide parent academies that focus on building student academic behaviors, post-secondary education, and communication with teens.

**NCLB Relationship:**

**NCLB Component: #1 Schoolwide Reform Strategies and #4 Additional Support**

- Provide opportunities for all children to meet state levels of achievement
- Identify Specific needs of students who are not meeting state academic standards
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus

<b>Category 5: Teacher Readiness/Performance</b>	Teachers consistently display the basic elements of delivering effective instruction. The greatest professional development needs are better verbal and procedural scaffolding while also improving differentiation of instruction.
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**Goal 7: All teachers will either be highly qualified or near completion of highly qualified. No new hires will be made that are not Highly Qualified.**

**Specific Actions:**

1. The agency, through agency and grant funds, provide training to teachers in the area math. Training will focus on fundamentals of algebra and geometry.
2. The site administrator will revisit training concepts prior to the beginning of the school year and revisit concepts at staff development meetings.



3. Teacher math abilities will be assessed annually as part of human resource allocation decisions.
4. The concepts developed in trainings will be evaluated through the PCP. Teachers will provide at least 3 math videos in partial fulfillment of the PCP.
5. The agency, through agency and grant funds, will continue to reimburse tuition fees for teachers.
6. Teachers will receive performance increases and retention incentives for teachers that attend trainings and apply instructional skills.
7. The LEA will use local paper, monster.com and other web based career engines to attract HQ teachers.
8. All teacher and paraprofessional files will be reviewed quarterly. Highly Qualified plans will be maintained for all staff.
9. Utilize Title II funds to entice retention of Highly Qualified teachers.
10. Provide teachers with 24 hours of pre-year in-service on the topics of verbal and procedural scaffolding while also improving differentiation of instruction.
11. Revise teacher formative and summative evaluation systems so they are aligned to Arizona's professional standards.
12. Base 50% of a teacher's evaluation on performance and 33% on student achievement.

**NCLB Relationship:**

**NCLB Component: #1 Schoolwide Reform Strategies and #4 Additional Support**

- Provide opportunities for all children to meet state levels of achievement
- Identify Specific needs of students who are not meeting state academic standards
- Provide teacher training in assessment & other strategies to improve overall instructional program & areas of focus
- Strategies based on scientifically-based research (strengthen Reading, Writing, Math; increase amount & quality of learning time and meet needs of underserved).
- Ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with effective, timely additional assistance.

<b>Category 6: Community Demographic Population</b>	The student population is marked by numerous risk factors: sporadic enrollment, parenting youth, juvenile/adult offender, low or little income, homelessness, family history of limited education.
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**Goal: The school will increase trainings, leadership experiences and activities that build connections with the community that will assist in overcoming perception barriers.**

**Specific Actions:**

1. Provide more detailed case management that all staff may review in a more timely manner.
2. The staff will receive training on an electronic case management system that will provide all staff with a detailed student history.
3. Implementation of the electronic data system will be linked to professional development assessments.
4. Collaboration on homelessness will be established.
5. Parenting youth will be able to receive child care support through federal, agency and grant funds.
6. Collaborations will be increased with Community Intervention Associates for counseling services.
7. Grant funding may be used to assist in gaining access to events that will develop leadership or career skills. Funds may be used for conference/training fees, student meals, gas, van rentals and lodging expenses.
8. Career and College Level Organizations or Clubs will replace athletics.

**NCLB Component: #1 Schoolwide Reform Strategies and #4 Additional Support**

- Provide opportunities for all children to meet state levels of achievement
- Identify specific needs of students who are not meeting state academic standards

## **Appendix A: Other Information of Interest**

### **1. Additional Annual Staff Development Topics:**

- Implementing school philosophy into daily practice
- Effective elements of basic instruction with emphasis on reading, math and writing
- Effective elements of teaching with technology
- Incorporating a comprehensive behavior management plan in a classroom
- Teaching most at need and underserved (i.e. ELL, SPED)
- IDEA related trainings: Child Find, FERPA, Confidentiality, Suspension & Expulsion, Special Education Processes and requirements
  - Suspension Policy
  - Withdraw Process
  - Teaching Life and School Behaviors
- Task Analysis Training with emphasis on math
- Corrective Math Training
- Math across the curriculum training
- Engagement training

### **2. Scientifically Based Research that Supports School Wide Plan:**

- National Institute for Literacy and National Reading Panel
- National Institute for Direct Instruction
- Effective Schools Model
- No Child Left Behind
- The SIOP Model
- Project Follow Through
- Research on Resiliency and Risk Factors
- Safe and Drug Free Schools
- No Child Left Behind
- Increasing Student Attendance by Northwest Regional Educational Laboratory
- National Curriculum for Teachers of Mathematics (NCTM)

### **3. Supplemental Budget Allocations:**

- Title I
- Title II
- Proposition 301
- IDEA

### **4. Monitoring Evaluation that will provide evidence of adult and student learning:**

- AIMS aligned district assessment
- Annual comparison of AIMS results
- Quarterly benchmark assessments in areas of reading, math and writing
- Arizona Frameworks for Measuring Teacher Performance
- PCA (Professional Competency Assessment for Teachers)
- Instructional Engagement Duration Log
- Teacher Professional Development Portfolio
- Weekly review of enrollment and attendance data
- Review of exit surveys
- Suspension and Expulsion Data

### **5. Continuing Actions:**



- Prior to each new academic year all teachers receive 15 hours of in-service that will be dedicated to effective instructional practices.
- Each new teacher will receive an additional 20 hours of in-service dedicated to effective instructional practices.
- Each new teacher will complete 4 additional instructional video tapes annually.
- The school will monitor engagement weekly.
- Teachers and administrator will engage in interactive teaching collaboration. Administrator will pilot a class in which teachers will observe 15 minutes of a specific instructional strategy. The administrator will later visit the class of the teacher to observe replication of the strategy. Teacher and administrator will solicit and provide feedback.
- Each teacher will continue to be monitored by the PCA.
- Continue to mandate remedial math classes that last 6 months or longer.
- Refer those closest and farthest to meeting the standards for intensified tutoring
- Continue to utilize computer lab for credit retrieval.
- Teachers will build concept maps, curriculum maps and assessment maps

### **Coordination of all federal, state, and local services and programs.**

It will take a consolidated effort coordinating all federal, state and local resources in order for EOC Charter High School to reach its academic goals. The completed needs assessment has identified areas for consolidated effort, where continued professional development is key attribute. This information, along with the implementation of the Effective Schools model, will be used to help us design a professional plan. Title I and Title II funding will be used in implementing EOC's professional development plan.

Title 1 will assist the school in increasing the math and reading achievement of our student population. With intensified efforts, our school will expand the services we provide through tutoring that will be funded through basic state equalization funds. Our staff will receive intensive training in area of math instruction.



*Yuma Private Industry Council, Inc.*

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# *EOC Charter High School*

2012/2013

School Wide Plan