

APPENDIX II – 23

Benchmark Proficiency Rates – Magnet Schools

Bonillas Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade - Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4%	50.7%	42.7%	42.3%
Bonillas	51.8%	67.9%	32.8%	33.9%
	Math - 3rd Grade - Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Bonillas	43.5	39.6	26.9	34.9
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Bonillas	41.6	44.0	27.7	32.3
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Bonillas	44.8	45.4	38.8	40.0

Bonillas 2nd-5th grade students took eight math benchmarks and eight ELA benchmarks during the 2016-17 school year. Of these, they exceeded the District average in five out of the eight math benchmarks (63%). Reflections on the annual site level report credit these scores to grade level PLCs that developed targeted interventions and regularly used Common Formative Assessments to guide instruction.

Bonillas students tested lower than the District average on every ELA benchmark test. While teachers began implementing guided reading at every grade level during the 2016-17 school year, there is still much work to be done in terms of making this an effective means of instruction and intervention. During the 2017-18 school year, Bonillas plans to build teacher proficiency in using guided reading to differentiate instruction for small groups. Bonillas teachers are also collaborating during the summer of 2017 to plan curriculum units around literature sets in order to increase the rigor in comprehension. In addition, the teachers are providing additional training and mentoring for teachers on implementing guided reading and small group instruction.

According to site-level reporting, Bonillas showed progress on PLC implementation, including: establishing norms, creating team goals, using culturally

relevant strategies to develop lesson plans based on target standards, using the Rapid Response question bank on SchoolCity for creating Common Formative Assessments, and developing interventions for struggling students. Bonillas has set goals for PLCs for the 2017-18 school year to include establishing protocols for analyzing student data, strengthening differentiated lessons for instruction, using more student work as CFAs, developing grade level rubrics to assess work, and targeting interventions.

BOOTH-FICKETT K-8

Booth-Fickett Benchmark Proficiency: 2016-17

	Math - 2nd Grade – Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade – Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Booth-Fickett	50.0	55.7	45.3	35.4
	Math - 3rd Grade – Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Booth-Fickett	34.2	25.4	30.0	30.7
	Math - 4th Grade – Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Booth-Fickett	43.6	32.9	26.2	29.0
	Math - 5th Grade – Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Booth-Fickett	38.3	44.8	46.3	35.8
	Math - 6th Grade – Fall	Math - 6th Grade - Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Booth-Fickett	43.7	43.5	51.3	34.4
	Math - 7th Grade – Fall	Math - 7th Grade - Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Booth-Fickett	45.1	29.7	40.7	24.2
	Math - 8th Grade – Fall	Math - 8th Grade - Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Booth-Fickett	27.8	42.6	47.5	44.8

	Math - Algebra – Fall	Math - Algebra - Spring
TUSD	38.1	40.6
Booth-Fickett	76.9	42.6

Out of 30 benchmark tests taken by Booth-Fickett K-8 students during the 2016-17 school year, 16 out of 30 (53%) were above District average. Only 8th grade scored above the District on the Spring ELA assessment. Though these benchmarks are not cumulative, all grade levels showed a decrease in proficiency level in either Math, ELA, or both when comparing Fall 2016 to Spring 2015 data.

Booth-Fickett K-8 focused schoolwide PD on task analysis to teach teachers how to access and utilize SchoolCity data for analysis and review. The MTSS facilitator met with teachers on targeted interventions to improve student achievement. The consultant also worked with this campus, providing service for approximately 35 teachers. At this site, the consultant also had access to walkthrough and Next Step data; as well, she conducted her own regular observations and provided feedback. Teachers were assisted in identifying small gains that could be easily achieved; yet make a great deal of difference with the students. The focus was on Quality Core Instruction, Tier 1 of the RTI² (Response to Instruction and Intervention) framework. The consultant worked with staff to unwrap and stack performance objectives and write objectives that aligned to these standards. Work continued as staff were guided through the process of planning a lesson that was aligned to the rigor of the standard/PO that was effective (standards-based) and engaging (every student, every lesson). All instruction was done on a one-to-one basis, as there was no opportunity to do full-group PD. During this work, the consultant learned that many Booth-Fickett K-8 teachers are not planning to return to this site next year. Feedback from the consultant indicated a need for whole staff PD, with follow-up support available in order to support and hold teachers accountable to the PD non-negotiables. As there is still much work to be done, and in light of a potentially large teacher turnover, this site is being reviewed for continued support next year.

To address the achievement gap at Booth-Fickett, Student Success Specialists worked with African American and Hispanic American students by bringing in outside motivational community leaders, local high school and college students. As well, Booth-Fickett's African America Success Specialist worked closely with a group of students, providing extra tutoring and restorative support to students and families to support academic achievement. Some of these targeted supports include 1:1 and small group.

Booth-Fickett started recruitment of highly qualified teachers in January 2017 for the 2017-2018 school year. Booth-Fickett will be hiring 2 math specialists to support teachers and students in grades K-8, to address student intervention supports as well as student acceleration. A Data Specialist will be hired to support teachers with analyzing student data and the creation of CFA's during PLCs. TUSD will train a lead teacher in Math to support teachers in the implementation of curriculum 4.0. The ALEKS program will be used next school year to support students taking accelerated math courses in grades 6-8, to fill in gaps and to support the accelerated learning process. Students that are performing under grade level will assigned to an intervention class through Edgenuity. Students in grades K-5 will also use the web-based program Imagine Learning on a daily basis to support their academic achievement goals.

Booth-Fickett will also higher an addition Reading Specialist to provide target supports for students. A Data Specialist will be hired to support teachers with analysising student data and the creation of CFA's during PLCs. TUSD will train a lead teacher in ELA to support teachers in the implementation of curriculum 4.0, a Guide Reading Lead teacher to support teachers in guided reading instruction, and a Levelled Library Lead Teacher to support the training of teachers in the implementation of the Scholastic Levelled Libraries. Additional, Professional Development will be provided for teachers on the MTSS process, along with how to use diagnostic screeners to support target group supports and enrichment lessons. . Students that are performing undergrade level in grades 6-8 will be assigned to an intervention class through Edgenuity. Students in grades K-5 will be using Imagine Learning, a web-based program daily, to support their academic achievement goals.

BORTON ELEMENTARY

Borton Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Borton	47.7	n/a	50.5	n/a
	Math - 3rd Grade – Fall	Math - 3rd Grade – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Borton	60.3	n/a	48.4	n/a

	Math - 4th Grade – Fall	Math - 4th Grade – Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Borton	43.7	n/a	39.3	n/a
	Math - 5th Grade – Fall	Math - 5th Grade – Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Borton	40.7	n/a	41.9	n/a

During the Fall Benchmark, Borton outperformed the district average at all grade levels. The site attributes this to the establishment of common math practices learned in professional development, modeling, and coaching sessions with their site-based consultant, Arizona Education Services. Consistent, relevant math language, math anchor charts, and classroom practices are used to deliver a consistent approach to math from Kindergarten through 5th grade. Teachers have been trained to be aware of how the standards spiral. AES consultants have helped teachers determine which lessons in EngageNY to target and which to leave out.

Borton also surpassed the district averages for ELA at all grade levels. However, scores in this area are lower than the math scores. This year, AES began offering some PLC and consulting work in the area of ELA. This has led some teachers to incorporate a wider range of literacy activities that offer student choice and differentiation, along with better integration of literacy within project work as opposed to a separate “subject.” During the second semester, teachers requested support in reconfiguring the literacy block as well as additional support with using miscue analysis to support and evaluate student growth as readers. This work will continue during the 2017-18 school year.

Because Borton has access to 21st CCLC grant funding, they are able to offer intervention and enrichment services to students. During the 2016-17 school year, the intervention program offered 201 students tutoring in ELA and/or math. Enrichment classes included arts and literature, robotics and systems, garden systems and ecosystems, science experiments, and engineering design. These classes served 336 students during the 2016-17 school year.

Borton site-level reports indicate that PLC groups made progress in developing common assessments, and learning from examining student work. Each PLC group ended the year by compiling a “Quality Student Work” binder for math, with criteria for determining what constitutes quality work. In Wednesday whole faculty PLC Borton

working on building capacity for systems thinking as adult learners and also on ways to incorporate systems thinking into project and other classroom activities.

Borton has identified its PLC Action Plan for 2017-18 school year: 1) modify the structure and protocols of the small group PLCs to accommodate book study groups and teachers observing teachers, perhaps through a lesson study approach; 2) Pilot a new homework policy that limits the amount of time students spend doing homework, the kind of homework students are accountable for, and options for families that hold strong beliefs about the importance of their children doing homework. In addition to these topics, Borton wishes to strengthen protocols for PLCs in order to increase focus and support the implementation of new ideas.

CARRILLO ELEMENTARY

Carrillo Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Carrillo	65.2	85.1	82.9	74.4
	Math - 3rd Grade – Fall	Math - 3rd Grade – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Carrillo	61.2	64.7	52.2	47.9
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Carrillo	80.0	62.0	46.8	51.1
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Carrillo	47.9	51.0	29.8	40.4

All areas except for 5th grade ELA scored above district average. Carrillo’s trend showed a reversal compared to previous year’s data. Historically, Carrillo has scored higher in ELA than in math, but during the 2016-17 school year, math was a strength. Carrillo staff members credit this to an increased effort in math, and are working during PLCs to find a balance and to drive instruction. First and fifth grade level PLCs at Carrillo meet with Lead Teachers for support in refining schedules to add intervention

time. Lead Teachers also support these grade levels with research based strategies to improve student achievement.

In most cases, Hispanic students at Carrillo are not showing notable achievement gaps. African Americans and Native Americans struggled with math. Though they make up a very small percentage at Carrillo, the site identified individuals for targeted support. This takes place with in-class small group settings and tutoring options. This trends continues in ELA with African American and Native American students needing the most assistance. The scores show a trend for these subgroups needing increased intervention based on both the fall and spring data.

Additional intervention classes were offered at Carrillo, though this campus is not grant funded. Based on teacher weekly assessments and SchoolCity data, 46 students attended either morning or after school tutoring. Enrichment classes were also offered outside of school hours, including musical performances and art studios. Thirty nine students participated in these opportunities.

Based on a needs analysis, Carrillo has identified three areas of concentration for Professional development and PLCs during the upcoming school year. This campus will continue with their successful Teachers Observing Teachers model. They will also begin incorporating vertical teaming. As well, this site has indicated a desire to increase opportunities to increase partnerships between grade level PLCs with the Special Education Department and the ELL Department.

CHOLLA HIGH

Cholla Benchmark Proficiency: 2016-17

	Algebra - Fall	Algebra - Spring	ELA - 9th Grade - Fall	ELA - 9th Grade - Spring
TUSD	38.4	32.0	42.7	39.1
Cholla	23.5	n/a	21.7	n/a
	Algebra 2 - Fall	Algebra 2 - Spring	ELA - 10th Grade - Fall	ELA - 10th Grade - Spring
TUSD	20.5	20.5	44.4	40.2
Cholla	12.4	n/a	24.4	n/a
	Geometry - Fall	Geometry - Spring		
TUSD	27.5	26.1		

Cholla	23.4	n/a
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Cholla’s Fall benchmark scores were lower than the District for both Math and ELA. In comparison to last year, the achievement trends have remained the same across ethnicities. Native American and Mexican American Student Support Representatives are working with the teachers at Cholla to offer tutoring both on campus and off campus for students that are struggling. There are also students that have been identified by these two support groups that are pulled out by each group for individual support services. Cholla implemented 2 RTI classes for the remainder of the year using the ALEKs program to support struggling students. In addition, Cholla’s math teachers worked together to offer tutoring daily both before and after school to all students. The English department collaborated to provide standards for all content area teachers to utilize for bellwork in their classes. The English department also offered tutoring both before and after school each day to all students. After school classes in credit recover, ELA tutoring, and Math tutoring were offered based on teacher or counselor recommendation and were taken attended by 350 students. Enrichment classes were also available in magnet and non-magnet themed classes. Examples of magnet enrichment included IB Dance, IB Theater, IB Art, IB Music. There were 150 students who participated in magnet enrichment opportunities outside of the school day.

Cholla’s PLC implementation efforts during the 2016-17 school year focused on creating Common Formative Assessments. Plans to continue this work during the 2017-18 school year involve working with consultants on PLC Professional Development opportunities. Teams will work on student engagement strategies, objective writing and data analysis, and Tier 1, 2 and 3 teaching strategies. The Magnet Site Coordinator and Curriculum Service Provider will also attend District trainings on PLCs offered by a consultant with expertise in the area of Professional Learning Communities.

DAVIS ELEMENTARY

Davis Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade - Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Davis	26.9	48.1	35.3	43.1

	Math - 3rd Grade - Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Davis	57.4	55.6	68.6	73.1
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Davis	87.5	79.6	54.2	59.2
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Davis	44.4	42.6	38.5	34.0

Davis commonly has students score above district average beginning in 3rd grade. Because of the immersion model, and because of the tests being given only in English, 2nd grade students have a tendency to score slightly below district average. During the 2016-17 school year, Davis focused on professional development on building teacher capacity and instructional strategies in successfully teaching math concepts. Benchmark scores from this year indicate a need to strengthen PLCs and implementation of curriculum standards in 5th grade ELA.

At Davis Elementary, the consultant worked with the building principal and 22 teachers on Quality Core Instruction, with an emphasis on Tier 1 of the RTI² (Response to Instruction and Intervention) framework. Based on district walkthrough data and “Next Step” planning by the administrator and academic director, the consultant guided staff through the practice of unwrapping and stacking educational standards and then writing student objectives. She then led teachers through the process of planning a lesson aligned to the rigor of the performance objective, effective (standards-based), and engaging (every student, every lesson). Davis teachers showed their commitment to the process through high engagement in this process, and requested continued support in advancing their planning.

To address the needs of struggling students, including achievement gaps for Hispanic students in ELA, Davis strongly encourages participation in tutoring opportunities and parent support workshops. Recommendations may be made by the Title 1 tutoring program, teacher recommendation, student self-selection, or parent request. Though they do not receive grant or magnet funding for tutoring, during the 2016-17 school year Davis served 108 students in language arts tutoring, math tutoring, and homework help. After school supervision in the computer lab was also provided,

allowing additional support in math and language arts using SuccessMaker and Achieve 3000. As well, enrichment opportunities were available for a modest cost to parents, including mariachi, gardening, photography, visual arts, and folklorico. 237 students took advantage of after school enrichment opportunities during the 2016-17 school year.

PLC implementation during the 2016-17 school year showed a gap in proficiency between grade level teams in the ability to analyze student work, create and analyze Common Formative Assessments, and engage in ongoing reflections to drive instructional decisions. Through site and summer professional development opportunities, the principal aims to strengthen the structures, procedures, and documentation of student learning through PLCs for all grade levels.

During summer 2017 professional development, Davis staff members will discuss how to improve home-to-school communication and timeliness of communication for all students. As well, staff will reflect on student achievement, classroom practices, PLC structures, and define goals for the 2017-18 school year to address struggling student's needs during Tier 1 instruction, including building capacity for reviewing student data and scaffolding learning with appropriate classroom strategies. Davis' PLC Action Plan for 2017-18 school year is to utilize the summer PD to strengthen understanding of impact of grade level PLCs on student learning. Monthly PLC talks with grade level will be calendared and the principal will monitor accountability to schoolwide commitments. Davis also plans to use strong PLC members to coach/mentor teams who continue to need support.

DODGE MIDDLE

Dodge Benchmark Proficiency: 2016-17

	Math - 6th Grade - Fall	Math - 6th Grade - Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Dodge	60.7	55.8	72.1	52.2
	Math - 7th Grade - Fall	Math - 7th Grade - Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Dodge	82.1	64.7	83.6	59.4
	Math - 8th Grade - Fall	Math - 8th Grade - Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7

Dodge	54.3	60.6	75.0	62.0
	Math - Algebra - Fall	Math - Algebra - Spring		
TUSD	38.1	40.6		
Dodge	100.0	68.6		

In spite of the fact that Dodge Traditional Magnet Middle School was in the top 25% of the first quarter benchmark tests and did not have to give the Spring Benchmark tests, this site elected to test students in order to provide additional data and to prepare students for the AzMerit test. Test results were significantly better than the district average on the test. On the Algebra Benchmark test 100% of students tested as either proficient or highly proficient during the Fall exam. Dodge also continued to be a leader in student achievement in ELA. This may be attributed to Dodge's commitment to reading across the curriculum and the site requirement that all 6th graders take an additional reading class while in sixth grade.

Looking at groups with an n size of 5 or greater, Dodge noted several achievement gaps including Hispanic, Multi Racial and African American categories. These gaps were considered during full day PLCs, with team members encouraged to brainstorm possible causes and solutions. Targeted students were also offered additional help during their lunch periods and also encouraged to attend after school tutorials. Of Dodge's 411 students, 177 were provided with after school intervention. Enrichment opportunities were also offered to 56 Dodge students, and included Chess Club, Science Club, and Builder's Club.

While their academic achievement and integration is strong, Dodge is committed to continual growth. Their PLC needs analysis includes making and effectively using action plans, creating a PLC Leadership team, ongoing PLC training for teachers, continued scheduling considerations, developing a plan for assessing PLC work, strategizing how to collaborate in teams where all teachers do not teach the same subject, and developing protocols and templates for looking at student work. In addition, Dodge's principal is interested in continuing subject level PLCs and grade level PLC that share content across the curriculum, such as VocabGen words being used in all content areas and all classes within a grade band during the school week. In addition, school leadership is interested in investigating the use of PLC teams with schools that have teachers in the grade and subject level at other middle schools within the District.

DRACHMAN K-8**Drachman Benchmark Proficiency: 2016-17**

	Math - 2nd Grade - Fall	Math - 2nd Grade - – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Drachman	37.3	47.8	32.0	40.4
	Math - 3rd Grade - Fall	Math - 3rd Grade - – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Drachman	61.1	45.5	61.1	45.7
	Math - 4th Grade - Fall	Math - 4th Grade - – Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Drachman	37.9	46.4	27.6	13.3
	Math - 5th Grade - Fall	Math - 5th Grade - – Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Drachman	54.6	54.5	53.0	57.5
	Math - 6th Grade - Fall	Math - 6th Grade - – Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Drachman	33.3	50.0	19.0	23.8
	Math - 7th Grade - Fall	Math - 7th Grade - – Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Drachman	90.0	94.4	90.0	84.3

Drachman Montessori benchmark assessments exceeded the district average in 14 out of 24 (58%) instances. CFAs were calendared by the school administrator and were utilized regularly in grades 3-7. Drachman wants to expand CFAs to 2nd graders during the 2017-18 school year, since none of the four benchmark tests that 2nd graders took during 2016-17 were above district average. Drachman has an interventionist working with students that are minimally proficient. As well, reading seed volunteers assist students who struggle. Drachman also offers limited opportunities for after school intervention, having served 25 students during the 2016-17 school year in ELA and Math tutoring.

When completing their PLC Needs Analysis, Drachman noted a need for data analysis workshops to assist in interpreting student data. As well, staff expressed a need for more user friendly documents for teachers to use during PLCs, such as student data sheets. Drachman staff felt that coming prepared to PLC meetings with CFA data was a strength. Teachers were taught how to utilize different resources using SchoolCity in order to understand and diversify the learning for all students.

Drachman's plan for the 2017-18 school year is to have two PLC facilitators (upper/middle school and lower elementary) meet with small teams throughout the week. Plans are being made to have the new counselor and an extra resource facilitator create in-class lessons so that the teachers are able to leave the classroom and meet with their appointed facilitator. In these meetings, Drachman will continue CFA discussions and data talks.

HOLLADAY ELEMENTARY

Holladay Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade - Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Holladay	37.1	64.7	33.4	26.6
	Math - 3rd Grade - Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Holladay	54.3	42.8	35.7	39.3
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Holladay	29.7	41.7	20.0	26.4
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Holladay	12.1	22.6	16.6	15.4

Holladay benchmark scores exceeded District average on 3 out of 16 assessments (19%). In 5th grade, scores were in the teens during the first benchmark, prompting action steps including use of a teacher mentor to model and co-teach for both teachers the entire Fall semester. Emphasized were management strategies, classroom set up and effective

instructional strategies such as guided reading. Though the benchmark assessments are not cumulative, student scores decreased in three areas from Fall 2016 to Spring 2017: 5th grade ELA, 3rd grade Math, and 2nd grade ELA.

Holladay addressed the achievement gap evident in most of their African American student test scores by outsourcing tutoring to the company Club Z. This company provided 6 tutors that were assigned to classes in grades 2nd-5th to work with small groups in math to provide instruction to those students who were not Proficient and Highly Proficient. Holladay also assigned on-site staff to classes in grades 2nd-5th to work with small groups in ELA to provide instruction to those students who are not Proficient and Highly Proficient. In addition, Holladay purchased ELA phonics materials to be used in the classroom as a supplement to instruction. They also utilized a reading interventionist and teacher mentors to model and co-teach effective instruction in ELA during the majority of the fall semester as well as the start of the spring semester. Before and after school intervention classes were also offered in ELA and math through Holladay’s 21st CCLC grant. Students were placed in these classes based on teacher recommendation SchoolCity tests, AZMerit scores, and progress reports. All together, Holladay served 82 students in 1st -5th grade with before and after school intervention.

Enrichment classes were also provided that complemented Holladay’s Fine and Performing Arts theme. Examples of these classes include the Holladay Performers, Piano Keyboard, Visual Arts, and Folklorico. Students and parents self-selected these classes, which served 66 Holladay students.

Holladay PLCs are led by support staff that have been trained in mentoring and PLC facilitation. Site leadership noted progress in PLCs during the 2016-17 school year, especially in the areas of Collaborative Culture, Guaranteed Curriculum, and Common Assessments. The Needs Analysis completed by the site notes a need for further professional development for staff members, including being trained on protocols for analyzing student work and evaluating data. During the first three weeks of 2017-18, the PLC Flow Chart will be reviewed with PLC members, and the Analyzing Student Work form provided by the district will be utilized on a regular basis.

MANSFELD MIDDLE

Mansfeld Benchmark Proficiency: 2016-17

	Math - 6th Grade - Fall	Math - 6th Grade – Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
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TUSD	38.1	40.6	41.3	41.7
Mansfeld	57.8	60.0	57.9	55.0
	Math - 7th Grade - Fall	Math - 7th Grade - Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Mansfeld	53.2	62.8	71.6	51.4
	Math - 8th Grade - Fall	Math - 8th Grade - Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Mansfeld	60.0	69.3	57.6	51.2
	Math - Algebra - Fall	Math - Algebra - Spring		
TUSD	38.1	40.6		
Mansfeld	96.8	96.9		

Mansfeld outperformed the District on all benchmark measures in all grades. While an achievement gap exists, it decreases over a student's tenure at Mansfeld. Mansfeld is currently supporting a large number of refugee students with ELL status. English Language Development (ELD) teachers worked in collaboration during PLCs to support these students. Additionally, Mansfeld identified African American students (especially in 7th grade) and Native American students as needing additional support based on benchmark scores. To address these needs, Mansfeld's Native American and African American Student Success Specialists worked with teams to improve support for these students. Math and reading intervention classes were provided for struggling students. The Native American Student Success Specialist worked with teaching teams to increase the cultural relevance of courses in order to help students connect with the curriculum. Eighth grade students were also offered an option to take a Culturally Relevant Curriculum class in ELA and Social Studies. PLC teams worked to examine possible correlations between test data and the academic language used on specific questions. Non-ELA courses at Mansfeld continued to use Talk-To-The-Text and other interactive strategies with content non-fiction.

Math and ELA teachers offered tutoring to students before lunch, during lunch, and after school in an effort to close the achievement gap and increase the achievement of the L25. Altogether, 428 students took advantage of before and after school intervention classes. In addition, about 150 students were also tutored by the U of A through partnerships such as Math Cats, Project SOAR, and AZ Mentor Society. These students were selected through team data talks and coordination with the Community Liaison.

Tutored students were progress monitored regularly to determine continued enrollment, including before every report card.

In addition, Mansfeld offered enrichment classes in their magnet theme, including a STEM Exploratory class, GEMS, Robotics, Science Olympiad, and a Gaming club that worked on science and math strategy in board games. Altogether, before and after school enrichment classes served 63 students.

OCHOA ELEMENTARY

Ochoa Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade - Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Ochoa	17.2	62.5	20.8	11.5
	Math - 3rd Grade - Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Ochoa	16.6	15.2	13.6	13.0
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Ochoa	12.5	2.9	12.5	15.4
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Ochoa	12.5	18.8	16.0	18.5

Ochoa's benchmark tests exceeded District average in 1 out of 16 (6%) assessments. During the 2016-17 school year, Ochoa received support from a Mexican American Support Specialist who supports primarily 1st and 2nd grade classrooms, which may help to account for the drastically different result from the 2nd grade Spring benchmark test. On this assessment, students scored 12.5% above District average. This is compared to the range of the other 15 scores, which were anywhere between 21.9 and 39.1 percentage points below District average.

Support provided to Ochoa included Associate for Education Success (AES) math consultants assisting teachers during PLC time and within the classroom environment.

These consultants observed teachers, modeled classroom lessons, and offered feedback and whisper coaching. As well, teachers received assistance in developing a variety of common formative assessments and were trained in using the Scholastic leveled libraries and NsGRA assessment. Professional development focused on strengthening the Daily Five and Café to target specific ELA standards.

Ochoa offered intervention classes to 143 students through their 21st CCLC grant and state funded tutoring. 21st CCLC Math and ELA intervention classes were offered to students based on benchmark data, progress monitoring, parent request and MTSS team request. State tutoring was offered to students based on teacher or parent request. Enrichment classes were also available in dance, art, sports/health & wellness, and drama. These classes were offered to 115 students throughout the 2016-17 school year.

Ochoa site level annual report identified three areas of primary need for PLCs for the 2017-18 school year. These needs include receiving support on how to make an effective action plan, establishing protocols for analyzing student work to assess comprehension of standards addressed, and establishing protocols for efficiently analyzing student data and differentiating for students as needed.

Ochoa's transition plan for the 2017-18 school year focuses on school improvement strategies. Details regarding the transition planning process that took place during the 2016-17 school year may be found below in Section 2a: (Implement and monitor Transition Plans for sites that will be continuing as non-magnets in the SY 2017-18).

PALO VERDE HIGH

Palo Verde Benchmark Proficiency: 2016-17

	Algebra - Fall	Algebra – Spring	ELA - 9th Grade - Fall	ELA - 9th Grade - Spring
TUSD	38.4	32.0	42.7	39.1
Palo Verde	14.6	28.1	43.7	37.1
	Algebra 2 - Fall	Algebra 2 - Spring	ELA - 10th Grade - Fall	ELA - 10th Grade - Spring
TUSD	20.5	20.5	44.4	40.2
Palo Verde	11.5	16.3	44.2	52.8
	Geometry - Fall	Geometry - Spring		
TUSD	27.5	26.1		
Palo Verde	15.6	20.4		

Palo Verde math benchmark scores fell short of the District average in all content areas. The percentage of students who are proficient in Algebra I is 3.9% lower than the district average while the Fall difference was 24.6%. The percentage of students who are proficient in Algebra II is 4.2% lower than the district average while the Fall difference was 8.3%. The percentage of students who are proficient in Geometry is 5.6% lower than the district average while the Fall difference was 12.5%. Students receive one-on-one assistance during conference period and afterschool tutoring.

African American students in Algebra scored 5.9% lower than school average on the Spring benchmark. African American students were also lower than the school average in the Fall. In Algebra II, both the African American and Hispanic students were nearly the same as the school average as they were .1% lower. In Geometry, both the African American and Hispanic students were nearly the same as the school average as they were 1.3% and .5% lower. All students were encouraged to attend conference period, afterschool tutoring, and the pull out tutoring program. Parent contact was also made by teachers.

Palo Verde shared similar benchmark scores with the District in ELA. The percentage of students who tested as proficient on the ELA 09 Spring benchmark was 1.9% lower than the district average while the Fall difference was .2% higher than the district average. The percentage of students who were proficient on the ELA 10 Spring benchmark assesment was 12.6% higher than the district average while the Fall difference was .8% lower. The Reading Specialist at Palo Verde met with students one-on-one and in small groups. ELA teachers created Common Formative Assessments during PLCs and aligning their calendars for assessment. The data from CFAs was be used to identify students and skills in order to put in place more effective and timely interventions to meet the needs of all students.

In Spring ELA benchmark testing, both the African American and Hispanic 9th grade students were nearly the same as the school average as they were 2% and .1% lower. In ELA 10, both the African American and Hispanic students were also nearly the same as the school average as they were .3% and 1.1 % lower. As with math, all struggling students were encouraged to attend conference period and tutoring. The Reading Specialist worked one-on-one with students, and professional development was provided to all teachers in literacy in the content areas.

Before and afterschool intervention classes at Palo Verde included Club Z tutoring, Wednesday Study Tables, Athletic Homework Help, Credit Recovery, and Math tutoring. Students were placed in these programs through teacher, coach, and counselor recommendation. Altogether, 429 students took advantage of this assistance. The magnet enrichment program at Palo Verde was smaller than the intervention program. Enrichment classes offered included Robotics Club, MESA-Rockets, Clay and Ceramics, and Wetlands Club. Participation in these was voluntary. 63 students took advantage of magnet enrichment classes/clubs outside of the school day.

PLC development at Palo Verde for 2016-17 included team members working to build trust and an understanding of how to use the Guiding Questions to improve instruction and student learning. The PLC action plan for the 2017-18 school year includes the Magnet team attending a week long SchoolCity workshop focused on writing test questions to create a bank for statewide use. Once the bank is created, teachers will be able to compare student needs and identify effective instructional practices. The master schedule is being created to allow for more common planning time in like content areas and on a more consistent basis. Wednesday PDs are being planned for PLC work by department and Magnet theme with a focus on collaboration with the larger group through small group sharing.

PUEBLO HIGH

Pueblo Benchmark Proficiency: 2016-17

	Algebra - Fall	Algebra – Spring	ELA - 9th Grade - Fall	ELA - 9th Grade - Spring
TUSD	38.4	32.0	42.7	39.1
Pueblo	20.4	20.4	41.0	39.3
	Algebra 2 - Fall	Algebra 2 - Spring	ELA - 10th Grade - Fall	ELA - 10th Grade - Spring
TUSD	20.5	20.5	44.4	40.2
Pueblo	5.0	9.1	31.9	36.7
	Geometry - Fall	Geometry - Spring		
TUSD	27.5	26.1		
Pueblo	14.2	24.1		

Pueblo falls below District average on 9 out of 10 (90%) of benchmark assessments. The only area in which Pueblo exceeded District average was in the Spring ELA test for 9th graders, which was .2 percentage points above. Pueblo used RTI classes

to allow more instructional time for students that were struggling in math classes. These students received an extra period with a certified math teacher to allow for further instruction. Students were identified and placed in the math class by looking at the L25 data. The class lists were re-examined each semester to see who tested out. These seats would be offered to other students who needed the interventions.

RTI classes were not effectual for Algebra 1 students, with scores from Fall benchmark tests remaining the same (20.4% proficient). Algebra 2 students raised their proficiency rate slightly, from 5% proficient to 9.1% proficient. Teachers have to meet students that have gaps and bring them a much greater distance to be highly proficient. Pueblo's transition plan has addressed these issues by fine-tuning RTI classes with specific interventions built into the structure of the class to address these considerable gaps and to move students as far as possible in one year. Geometry students made gains of almost 10 percentage points, going from 14.2% proficiency to 24.1%, 2 percentage points below district average. Pueblo will continue to build on their use and analysis of Schoolcity and CFAs in during PLC time to drive instruction in an attempt to move even more of their students into the proficient and highly proficient range during the 2017-18 school year.

Pueblo students performed with in 3.5 percentage points of the District average on the 9th and 10th grade Spring ELA benchmark. During the second semester, each ELA teacher analyzed SchoolCity data and identified 10 students that scored in the partially proficient category. These students were given extra focus in an effort to move them to the proficient range.

Pueblo used 21st CCLC afterschool classes to target students that needed extra support. Altogether, 850 students received intervention services, including English 9-10 support, Algebra and Geometry support, homework help, and Credit Recovery. Students were enrolled in these classes based on Schoolcity benchmarks, F-lists, and teacher recommendation.

Pueblo's transition plan for next year specifically addresses interventions for minimally proficient students and the use of built in PLC time to analyze common formative assessments. Pueblo is working to set up structures that allow students entering Pueblo that are significantly lacking in skills the ability to catch up and gain grade levels, while also teaching them grade-level curriculum and standards.

ROBISON ELEMENTARY**Benchmark Proficiency: 2016-17**

	Math - 2nd Grade - Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Robison	23.6	46.0	26.0	31.4
	Math - 3rd Grade - Fall	Math - 3rd Grade – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Robison	41.7	36.5	31.3	17.3
	Math - 4th Grade - Fall	Math - 4th Grade – Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Robison	30.2	30.8	20.3	23.1
	Math - 5th Grade - Fall	Math - 5th Grade – Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Robison	26.0	23.6	33.9	35.9

Benchmark tests for Robison showed that students did not exceed the District average in any grade level or content area in Fall or Spring. However, scores in 2nd grade math almost doubled from the Fall to Spring Benchmark, while scores in 3rd grade ELA were almost halved. Other grade level tests remained relatively constant, with the greatest difference being a 5.4% gain in proficiency from when comparing Fall to Spring ELA benchmark results for 2nd graders. After school math and ELA tutoring was offered to 184 students using 21st CCLC grant funding. Enrichment classes in martial arts, computers, and art were also offered, serving 101 students.

Robison’s annual site report noted a need for PLC training for staff. As well, it was noted that more attention was needed in how to plan for effective, strategic, and efficient interventions that include a post assessment.

During the upcoming school year, Robison plans to build highly functioning PLCs with clear MTSS model built into the cycle to identify specific highly leveraged instructional strategies for Tier II intervention groups. Options for flexible groupings and

methods of differentiating instruction based on analyzing student work protocol will be monitored by the administrator through review of PLC logs.

ROSKRUGE K-8

Table 2.*: Roskruge Benchmark Proficiency: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Roskruge	13.9	22.5	12.9	21.3
	Math - 3rd Grade - Fall	Math - 3rd Grade – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Roskruge	30.2	40.5	21.4	32.5
	Math - 4th Grade - Fall	Math - 4th Grade – Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Roskruge	53.8	59.6	41.8	47.8
	Math - 5th Grade - Fall	Math - 5th Grade – Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Roskruge	22.6	25.4	37.6	34.0
	Math - 6th Grade - Fall	Math - 6th Grade – Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Roskruge	39.7	43.1	36.9	30.7
	Math - 7th Grade - Fall	Math - 7th Grade – Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Roskruge	42.2	36.0	46.4	40.9
	Math - 8th Grade - Fall	Math - 8th Grade – Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Roskruge	10.1	32.9	43.3	39.8
	Math - Algebra - Fall	Math - Algebra – Spring		
TUSD	38.1	40.6		
Roskruge	77.1	62.5		

Roskruge's benchmark scores exceeded the District's in 11 out of 30 (37%) of their assessments. Notable trends can be found in the 4th grade cohort, which scored above District average on both ELA and Math Fall and Spring benchmark assessments, in the 6th grade which scored above District average in Math in both Fall and Spring, and in Algebra I, where students scored well above District average.

Regarding achievement gap data, Roskruge used Spring math benchmarks to evaluate scores. In 2nd -grade, 18% of the 27 Hispanics are proficient (up from 8% in the Fall); in 5th-grade, 28% of the 43 Hispanics are proficient (up from 21% in the Fall); in 8th-grade, 30% of the 63 Hispanics are proficient (up from 12% in the Fall). All other grades have much better proficiency levels for Hispanics (42% for 3rd-grade, up from 33%; 60% for 4th-grade, up from 55%; 41% for 6th-grade, down from 42%; 34% for 7th-grade, down from 39%). Although, numbers of Whites at each grade level are in single digits making fair comparison difficult, they outperformed Hispanics percentage-wise at all grade levels except 5th- (6th, and 8th in the Fall). 62% of 29 Hispanics are proficient in algebra (down from 79% of 33 in the Fall).

Achievement gap analysis using Spring ELA benchmarks showed that in 2nd -grade, 18% of the 22 Hispanics are proficient (up from 9% in the Fall). All other grades have much better proficiency levels for Hispanics: 36% for 3rd-grade (up from 23% in the Fall), 52% for 4th-grade (up from 45% in the Fall), 37% for 5th-grade, 33% for 6th-grade, 43% for 7th-grade, and 39% for 8th-grade. Although the numbers of Whites at each grade level are in single digits, making a fair comparison difficult, they outperformed Hispanics percentage-wise at all grade levels, except 4th- and 6th- (8th-grade in the Fall).

In Roskruge's after school program, 237 students received tutoring. These students were placed based on teacher recommendations and grades. Enrichment classes included mariachi and Folklorico, and served 59 students.

When analyzing their needs regarding PLCs, the site level annual report included three areas of concentration: 1) task analysis of 2nd semester standards, 2) establishing a protocol for analyzing student data, and making effective action plans for serving students. During the summer of 2017, each Roskruge teacher has 25 hours of PD available to them to refine their abilities to allow for more substantial PLC work during 2017-18.

SAFFORD K-8**Safford Benchmark Proficiency: 2016-17**

	Math - 2nd Grade - Fall	Math - 2nd Grade - – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Safford	31.0	23.3	22.5	9.8
	Math - 3rd Grade - Fall	Math - 3rd Grade - Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Safford	32.7	19.6	24.0	24.0
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Safford	18.4	25.6	8.9	6.7
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Safford	26.0	34.6	19.1	19.6
	Math - 6th Grade - Fall	Math - 6th Grade - Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Safford	30.4	29.5	24.4	19.8
	Math - 7th Grade - Fall	Math - 7th Grade - Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Safford	52.0	21.8	36.8	21.5
	Math - 8th Grade - Fall	Math - 8th Grade - Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Safford	9.2	18.3	29.3	31.3
	Math - Algebra - Fall	Math - Algebra - Spring		
TUSD	38.1	40.6		
Safford	52.0	30.8		

Safford benchmark assessments fell below District average in 28 of 30 tests (93%). When comparing Fall and Spring math assessments there is a very minimal increase in benchmark scores in grades 2, 3, 4, and 6 and an 8% decrease in grade 5. HS credit Algebra students, who began the year with Fall benchmark scores almost 14%

above District average, lost almost 30 percentage points during the Spring assessment. Spring Algebra I scores were 9.8 percentage points below the district average.

Notable in the Fall math benchmark data was that Safford K-8's Native American student achieved lower across all grade levels compared to other ethnicities. In 2nd, 4th, 5th, and 6th grade African American students scored higher than other ethnic groups. In 2nd and 6th grade both African American and Hispanic students scored the highest. In both 7th and 8th grade students scored very low overall. During the Spring math benchmark, Native American students 3rd grade through 6th, as well as HS Algebra scored significantly low in math compared to other ethnicities. Safford did not have two math positions filled until the end of November, 2016. Safford plans to concentrate on improving Tier 2 math interventions for all students during the 2017-18 school year, as outlined in their Transition Plan.

The average % correct at Safford K-8 in ELA in all grade levels was lower than the District average % correct. When comparing the Fall and Spring benchmarks there was a 10% increase in grade 5 and a 6% increase in grade 6. In all other grades the scores went down slightly with the exception of 8th grade where there was a 14% decrease. As in math, Safford's Native American students scored lower compared to other ethnic groups in ELA benchmark testing. Multi racial students in grades 3, 6, 7 and 8 scored higher in comparison to other ethnic groups. In 8th grade, African American and Hispanic students demonstrated higher proficiency than their 7th and 8th grade peers. Trends across grade levels and ethnicities for the Spring ELA benchmark in the seven grade levels tested are that African American students scored the lowest in 4th, 5th, and 8th, while Native American scored the lowest in 3rd, 6th, and 7th grades. It is important to note that Hispanic students also scored significantly low in grade 6, and that the amount of Native American and African American students that scored the lowest in the above mentioned grade levels only constitutes a very small percentage of the overall population of students at that grade level.

Safford implemented common formative assessments in both ELA and math and an expansion of leveled literacy interventions in grades 1-5. Professional development was provided on the use of specific K-8 literacy strategies across the disciplines. In addition, mini sessions were offered in order to train teacher leaders Dweck's Mindset. Specific targeted math coaching was provided to teachers needing support. Professional development sessions were provided which focused on specific math strategies. These sessions were facilitated by Safford's math coach and 2nd grade math teacher.

Overall, 374 students were offered intervention in reading and math during the 2016-17 school year with 21st CCLC grant funding. Placement was based on teacher recommendation, results of the 2016 AzMerit test, and benchmark assessment results. In addition, a variety of enrichment classes were also offered, including Art, Fitness, Sports (varied), Connections (Online math and reading enrichment) and Clubs (varied). Safford served 416 students during 2016-17 enrichment classes.

Like the other Transition campuses, Safford’s transition plan for the 2017-18 school year is strongly focused on school improvement. This includes an emphasis on data driven instruction, making instructional decisions as a result of data analysis with a strong focus on the PLC inquiry cycle, and providing targeted intervention and enrichment based on data analysis from common formative assessments.

TUCSON HIGH

Tucson High Benchmark Proficiency: 2016-17

	Algebra - Fall	Algebra – Spring	ELA - 9th Grade - Fall	ELA - 9th Grade - Spring
TUSD	38.4	32.0	42.7	39.1
Tucson	34.3	36.1	46.1	46.5
	Algebra 2 - Fall	Algebra 2 – Spring	ELA - 10th Grade - Fall	ELA - 10th Grade - Spring
TUSD	20.5	20.5	44.4	40.2
Tucson	14.2	22.8	45.8	40.7
	Geometry - Fall	Geometry – Spring		
TUSD	27.5	26.1		
Tucson	21.3	25.3		

Spring benchmark results for Tucson High show all grade levels and content areas outperforming the District, with the exception of Geometry, which fell .8 of a percentage point below District average. All benchmark scores in all grades and areas increased from Fall to Spring, with the exception of 10th grade ELA, which still showed performance at a slightly higher level than the District. Tucson High supported all students with “TEE” time (a program designed to ensure all students in all content areas know how to write a topic or claim and support it with evidence). In the Spring of 2017, Tucson High also implemented a Writing Center where students could go to get help for any content area writing assignment both before and after school.

Tucson High showed slight differences between ethnicities in Math. These students received support with tutoring before and after school and with RTI classes. There were fewer disparities between ethnicities in ELA than there were in Math. Tucson High supports struggling students with tutoring before and after school, RTI classes, and access to the Writing Center. These students are targetted to ensure that they are getting the assistance they need. 1630 students took advantage of tutoring and Credit Recovery classes afterschool during 2016-17. Tucson High also offers a plethora of enrichment opportunities, including MESA, MEChA (Social Justice/Political Activisim), a greenhouse/garden group, and a computer/gaming group.

During the 2016-17 school year, each PLC at Tucson High gauged their level of critical attributes and worked to increase their level of performance. Some PLCs worked on aligning curriculum (those that do not have one already written), othes focused on entry level and exit criteria while all created lessons plans that focused on DOK levels and Common Formative Assessments. Based on this work ,Tucson High has identified four areas of concentration for PLCs for the 2017-18 school year: 1) Focused professional development on assessment: assessment building and analysis, 2) Focused professional development on integrating action research to enhance instrucion and assess student learning, 3) Professional development on instructional technology support, and 4) More professional development on differentiating instruction. Tucson High also notes a need to continue working on goals of this year while also incorporating cross-curricular work to support the Fine and Performing Arts and Science Magnet Strands.

TULLY ELEMENTARY

Tully AzMerit Proficiency: 2016-17

2014 ADE Label	School	AzMERIT Math			AzMERIT ELA		
		Grades 3 - 5 2016-17			Grades 3 - 5 2016-17		
		2017 Gr. 3	2017 Gr. 4	2017 Gr. 5	2017 Gr. 3	2017 Gr. 4	2017 Gr. 5
C	District Average	39%	36%	38%	34%	37%	32%
	State Average	47%	47%	47%	43%	48%	44%
C	Tully	46%	25%	46%	38%	26%	28%

Tully Benchmark Assessments: 2016-17

	Math - 2nd Grade - Fall	Math - 2nd Grade – Spring	ELA - 2nd Grade - Fall	ELA - 2nd Grade - Spring
TUSD	42.4	50.7	42.7	42.3
Tully	46.4	59.6	33.3	31.0
	Math - 3rd Grade - Fall	Math - 3rd Grade – Spring	ELA - 3rd Grade - Fall	ELA - 3rd Grade - Spring
TUSD	46.7	41.1	44.1	41.6
Tully	50.0	55.8	53.1	52.0
	Math - 4th Grade - Fall	Math - 4th Grade - Spring	ELA - 4th Grade - Fall	ELA - 4th Grade - Spring
TUSD	42.2	42.0	37.3	37.2
Tully	28.1	32.8	28.3	22.2
	Math - 5th Grade - Fall	Math - 5th Grade - Spring	ELA - 5th Grade - Fall	ELA - 5th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Tully	50.0	66.6	61.4	53.6

Tully students exceeded District average on benchmark assessments in 10 out of 16 (63%) tests. Trends in data show that 4th grade did not exceed District average on either math or ELA in the Fall or Spring and 2nd grade scores were below District average in ELA for Fall and Spring. All other grade levels exceeded the District average on all benchmark assessments. Math scores increased in all grade levels from Fall to Spring, which Tully attributes to interventions done in and out of the classroom. Tully students had access to both ELA and math tutoring after school. Students were recommended by teachers or through the MTSS process. Tutoring services were provided to 250 students. Enrichment classes were also provided for 250 students in Theater, Choir, Homework Help, and student leadership clubs such as Ambassadors and Peacemakers.

Throughout the year several professional development trainings were available on and off site that reviewed protocols for analyzing student data, and looking at student work samples. Tully's PLC facilitators also went to bi-monthly PDs on data. The resources were brought back to the PLC and implemented. Weekly classroom walkthroughs and data was also given to PLC's along with feedback.

During the 2017-18 school year, Tully plans to continue providing teachers with weekly 90 minute PLC blocks facilitated by CSP's and Magnet Coordinator. The PLC's will start the 2nd week of school through the last week of school. The block will include

data analysis, administrating CFA's, sharing instructional strategies, enrichment, and intervention grouping, and creating pacing calendars. Next steps will be implementing the framework for student tracking. Goals will be every teacher will have a data binder that will include progress monitoring, and data charts. Teacher leadership roles will be assigned to carry out plans with fidelity.

UTTERBACK MIDDLE

Utterback Benchmark Assessments: 2016-17

	Math - 6th Grade - Fall	Math - 6th Grade - Spring	ELA - 6th Grade - Fall	ELA - 6th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Utterback	24.1	21.7	34.1	30.2
	Math - 7th Grade - Fall	Math - 7th Grade - Spring	ELA - 7th Grade - Fall	ELA - 7th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Utterback	22.3	28.3	36.6	23.5
	Math - 8th Grade - Fall	Math - 8th Grade - Spring	ELA - 8th Grade - Fall	ELA - 8th Grade - Spring
TUSD	38.1	40.6	41.3	41.7
Utterback	7.8	23.2	38.3	47.1
	Math - Algebra - Fall	Math - Algebra - Spring		
TUSD	38.1	40.6		
Utterback	51.1	42.6		

Utterback students performed lower than the District average in every grade in ELA and Math, with a range between 3 and 30.3 percentage points below. The exception was Algebra, in which both Fall and Spring scores exceeded District average. In the Fall, Utterback set a goal to improve quality Tier 1 instruction by ensuring that all teachers were using daily lesson plans that included a learning objective with aligned questioning and discussion, student engagement strategies, student engagement strategies, and a lesson assessment. Lesson plans were expected to contain scaffolded instruction, AVID WICOR strategies and Cornell Notetaking where applicable. Learning objectives noted the DOK level.

To assist Utterback in reaching their goals, a consultant provided PD, observation, and feedback to 40 teachers. Here, the focus continued to be Quality Core Instruction, Tier 1 of the RTI² (Response to Instruction and Intervention) framework. The consultant

worked with teachers to unwrap and stack the standards and write aligned objectives while planning a lesson that was aligned to the rigor of the performance objective. Each plan was created to be effective (standards-based) and engaging (every student, every lesson). The consultant also worked with staff members on gradual release of responsibility, formative assessments, and collaborative structures. These PD sessions were followed-up with targeted observations and feedback sessions. Improvement was noted from Fall to Spring benchmarks in eighth grade (ELA and Math) and in 7th grade math; other areas fell.

Based on Benchmark data, the racial subgroups that need the most assistance in math are Utterback's Hispanic and African American populations. In addition to the above focus areas, Utterback utilized their Academic Support Specialists to provide additional academic support to Hispanic and African American students. Students needing support were provided with additional assistance through Utterback's partnerships. The U of A – Take Charge Cats group worked with targeted students with a focus on taking charge of life decisions by empowering, educating, and connecting with youth. Good Will Good Guides worked with students on decision making and problem solving techniques, and the Healthy Families Healthy Youth organization provided information to parents and students about drug use and decision making around drugs and alcohol.

Intervention classes were available afterschool through 21st CCLC grant funding. Intervention included math and reading spirals and homework help. These classes served 348 students. Enrichment classes provided for the same students, and included Parenting Theater, Open Dance, Ceramics, Zumba, and Video production.

A Curriculum Service Provider was hired during the second semester, and put in charge of facilitating PLCs. As well, District level support was provided to PLCs by a Utterback's Professional Development Academic Trainer. Reflections from Utterback on their site level annual report note progress in Tier 1 instruction and following the PLC cycle. The site needs analysis notes a need to have teachers buy into the purpose of PLCs and feel ownership in the process. This site also noted a need for further professional development on analyzing student data and writing common formative assessments.