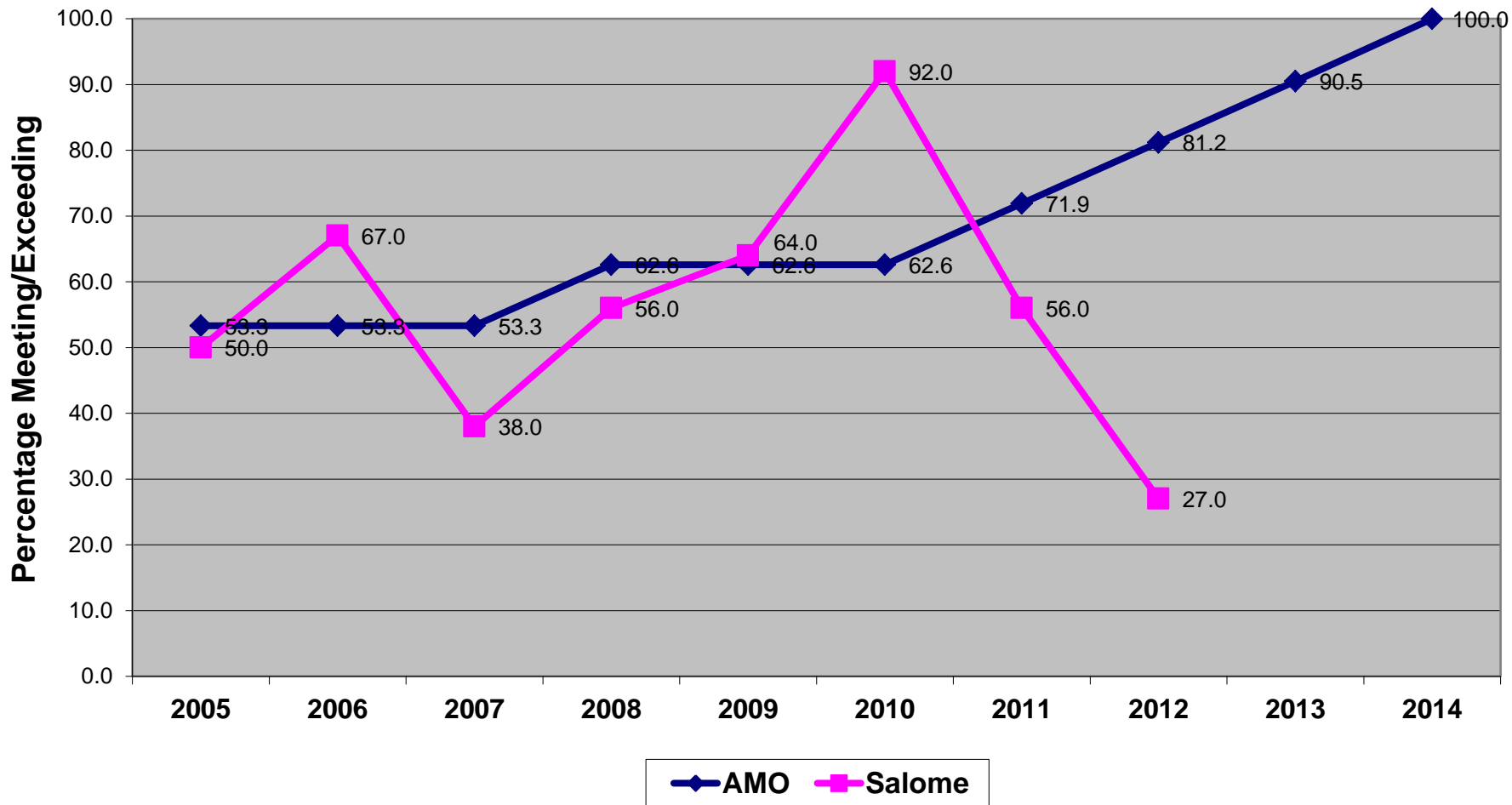


2012 Student Achievement Data

SALOME CONSOLIDATED SCHOOL DISTRICT

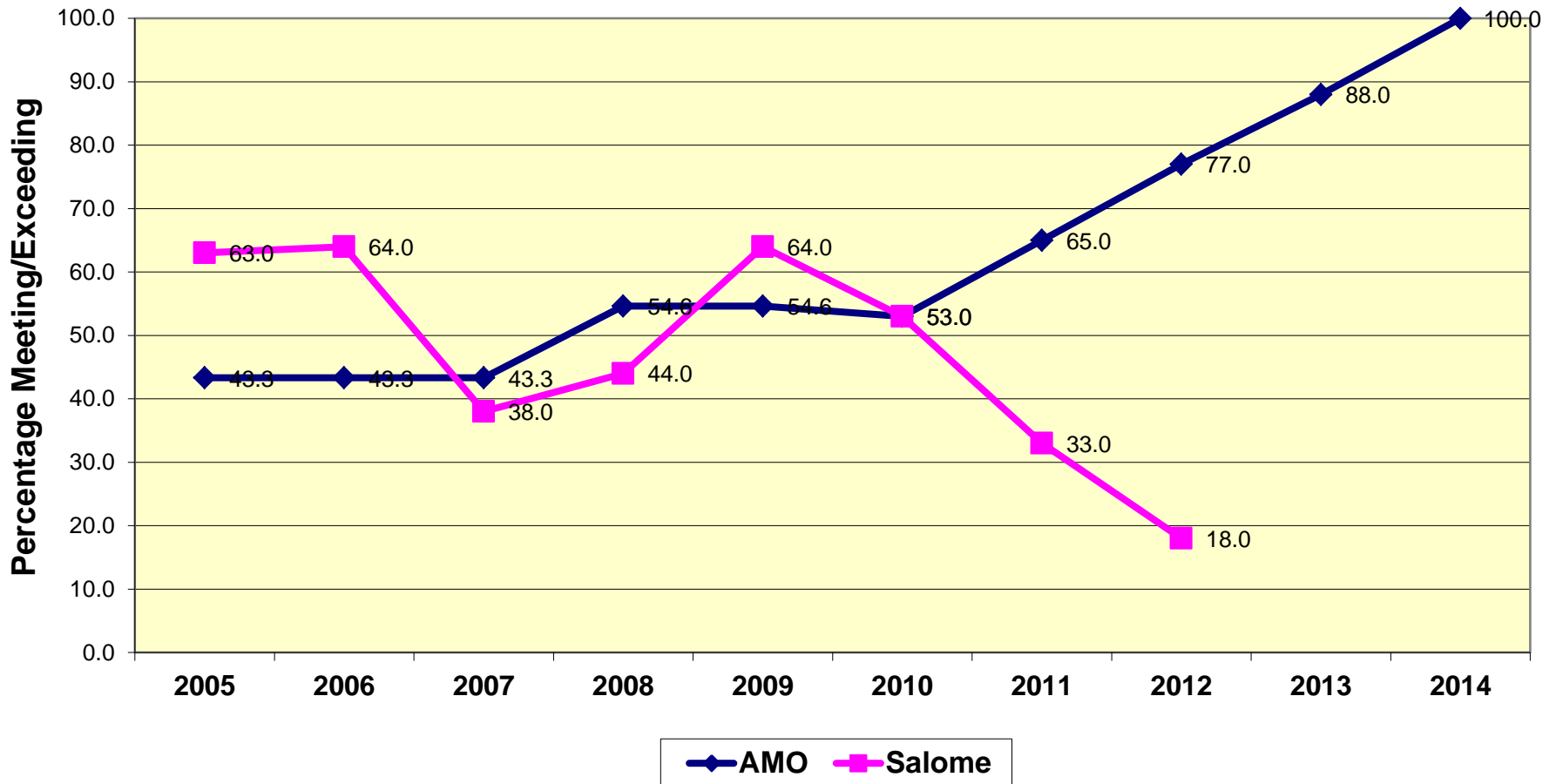
Grade 3 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



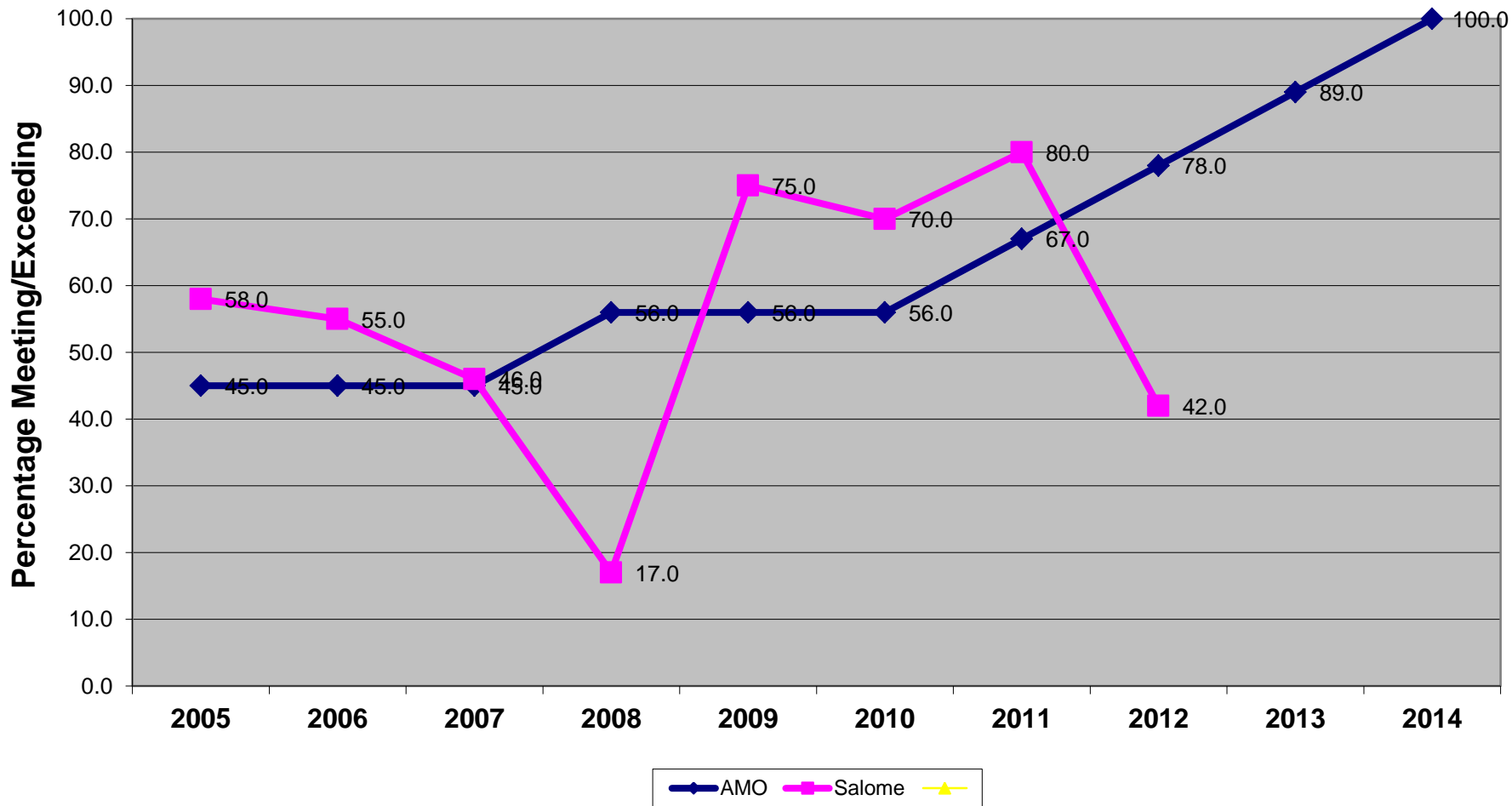
Grade 3 Math

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



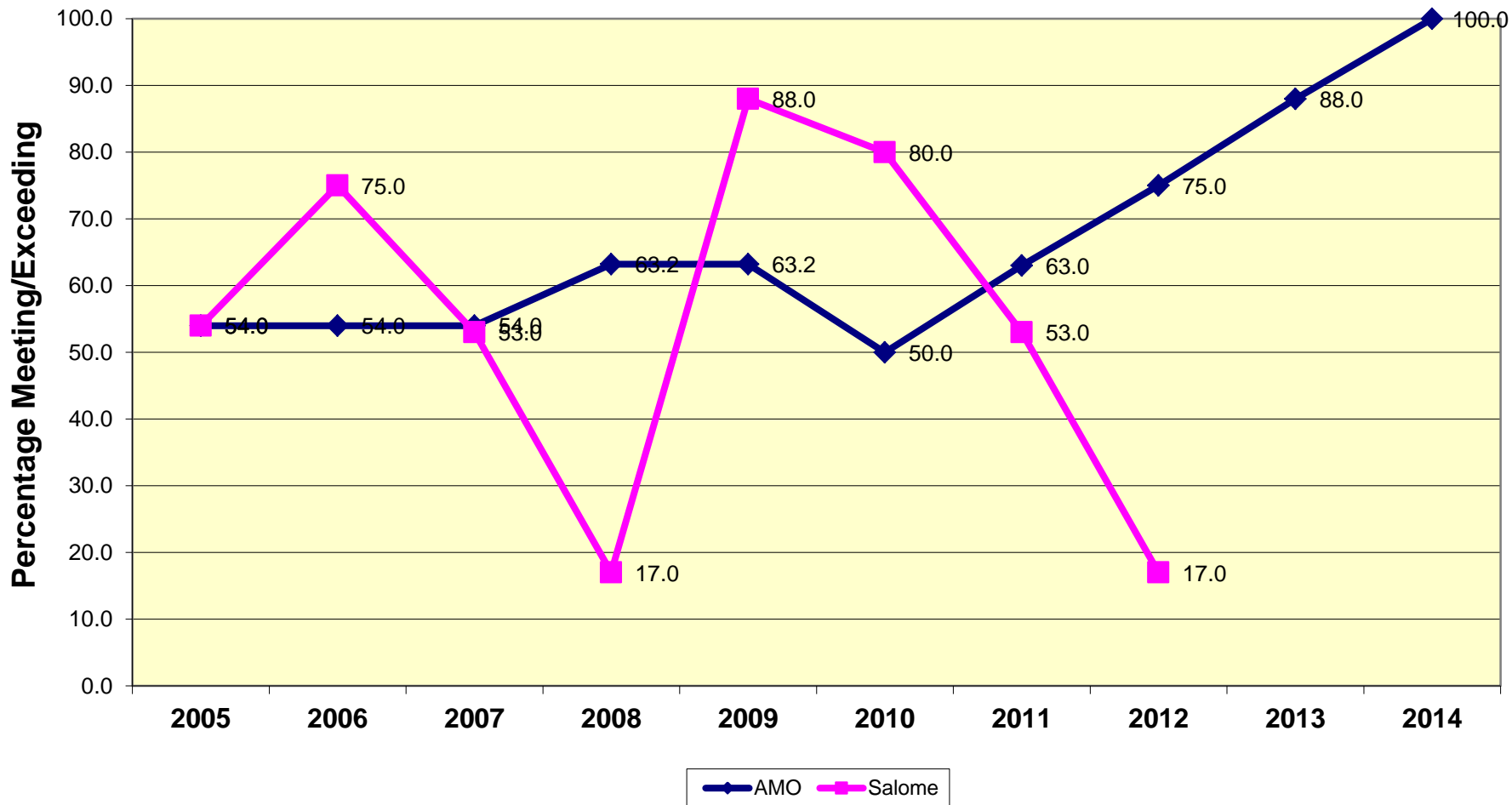
Grade 4 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



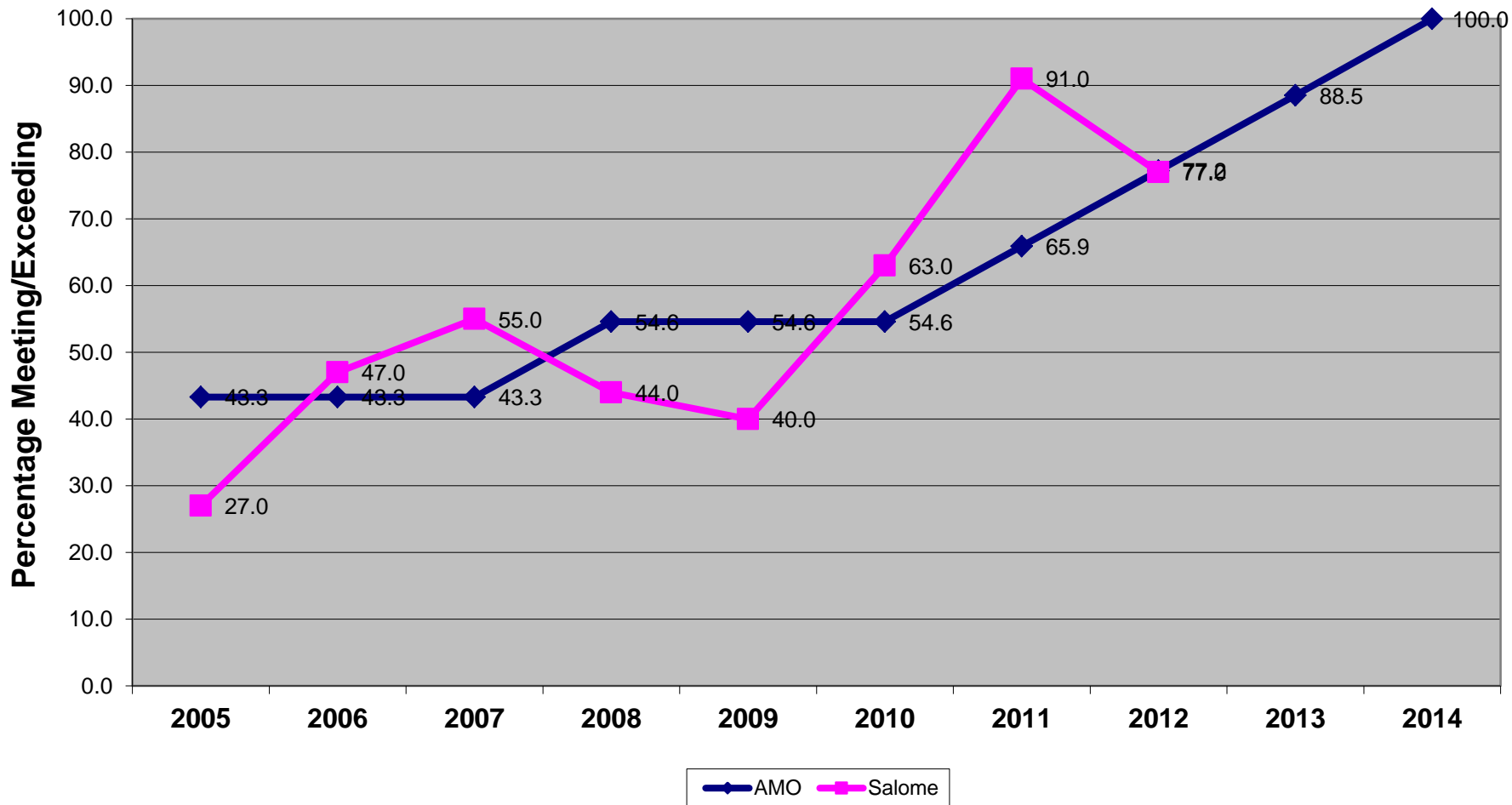
Grade 4 Math

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



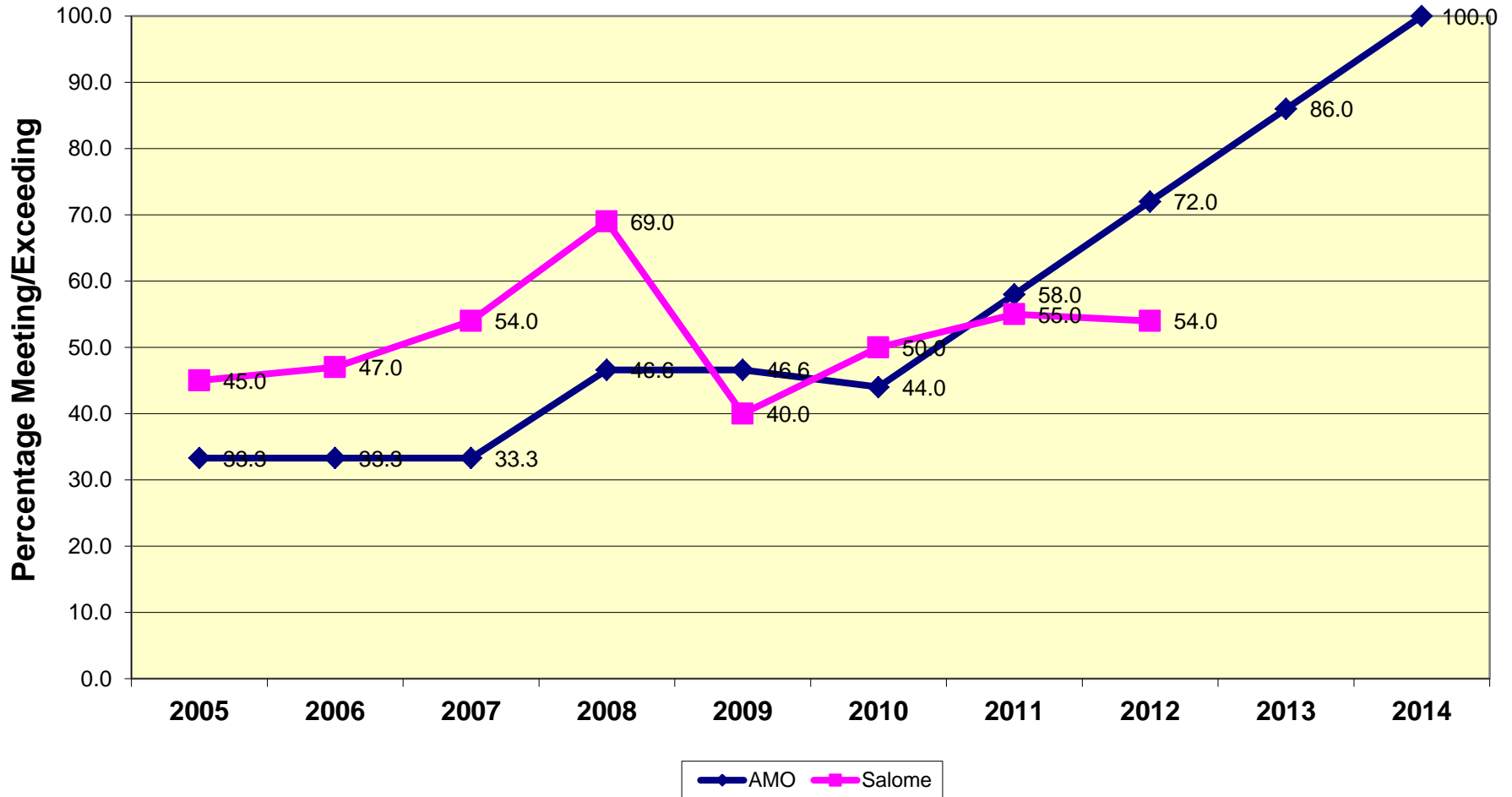
Grade 5 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



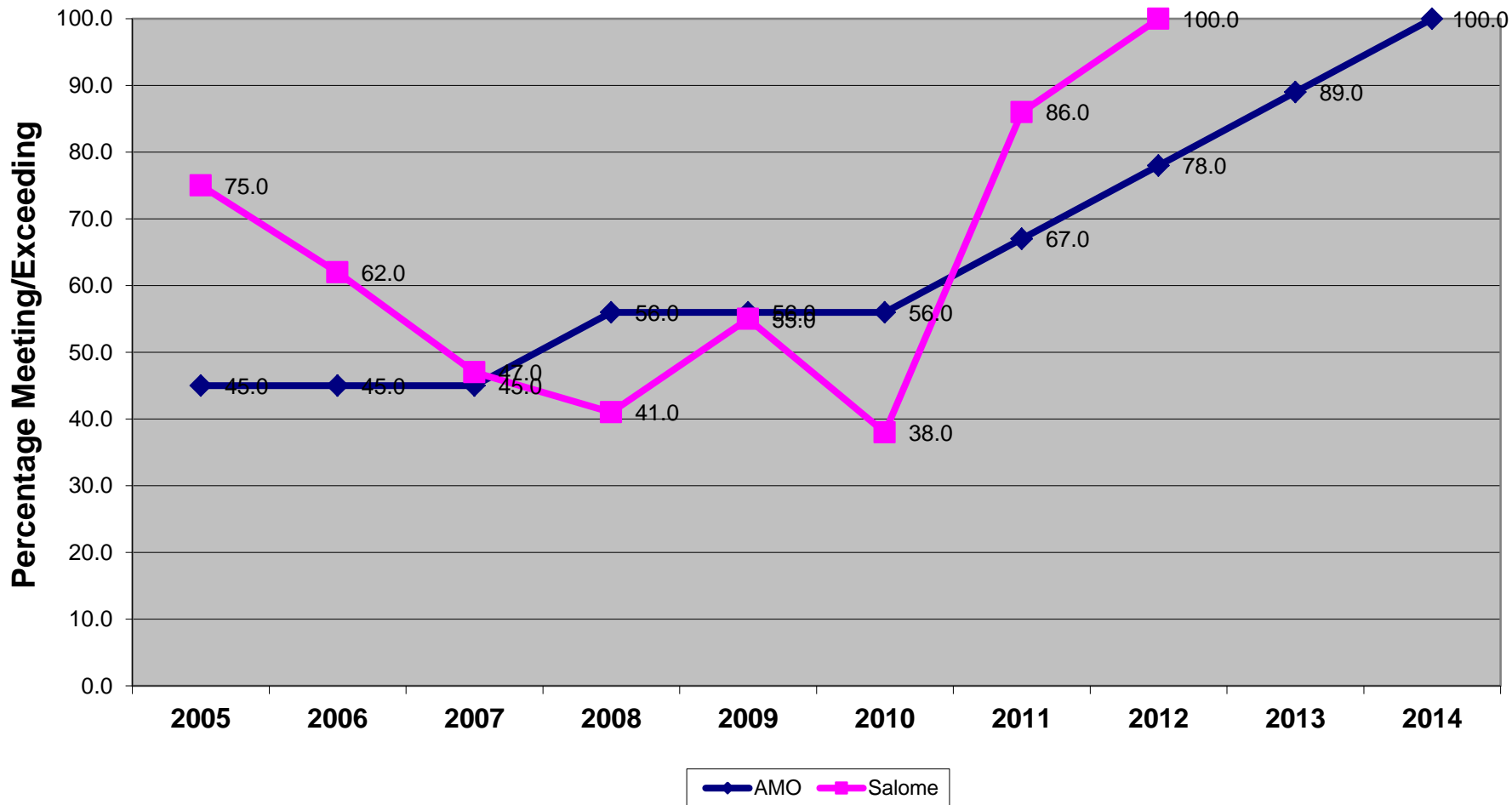
Grade 5 Math

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



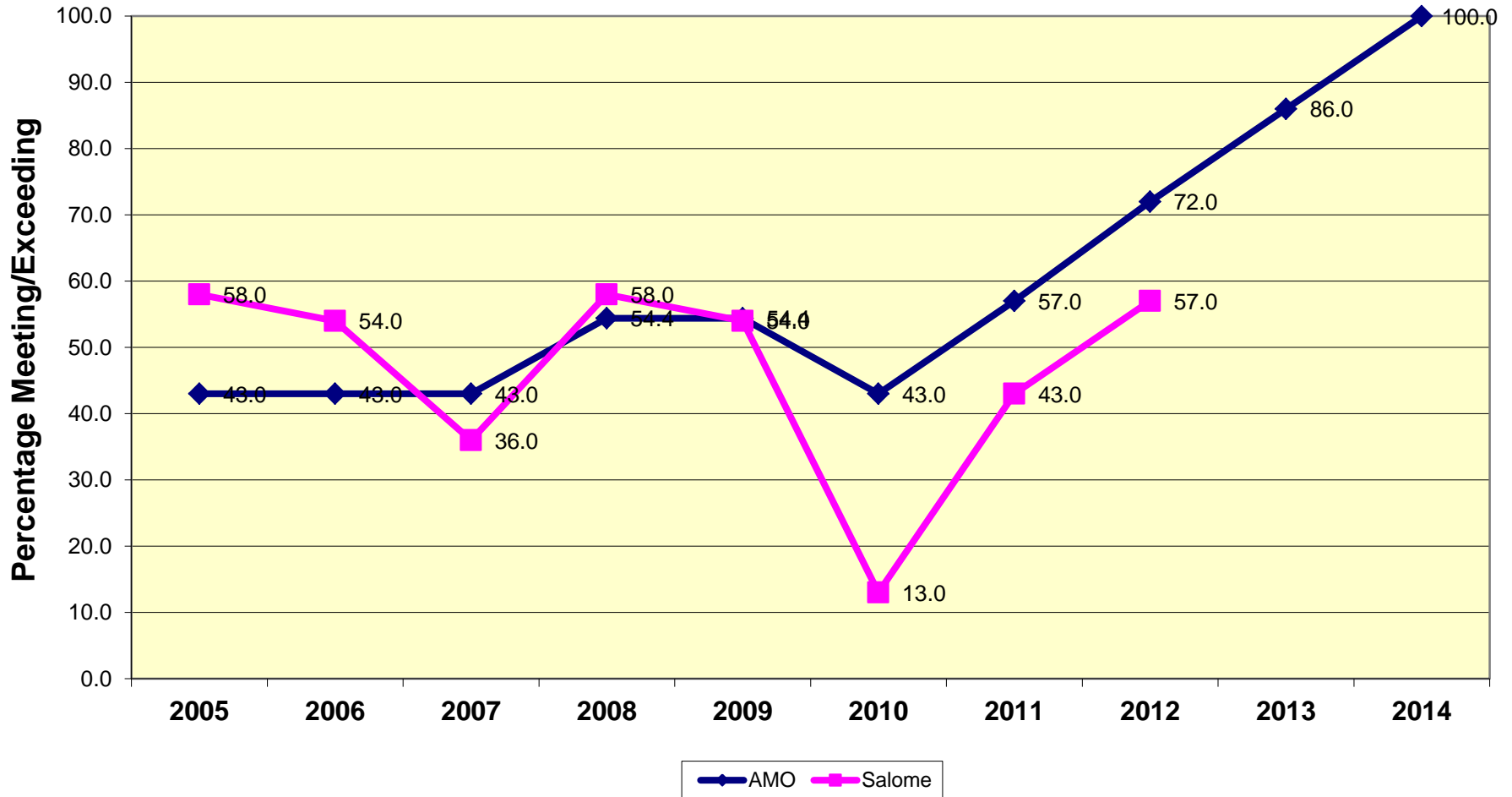
Grade 6 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



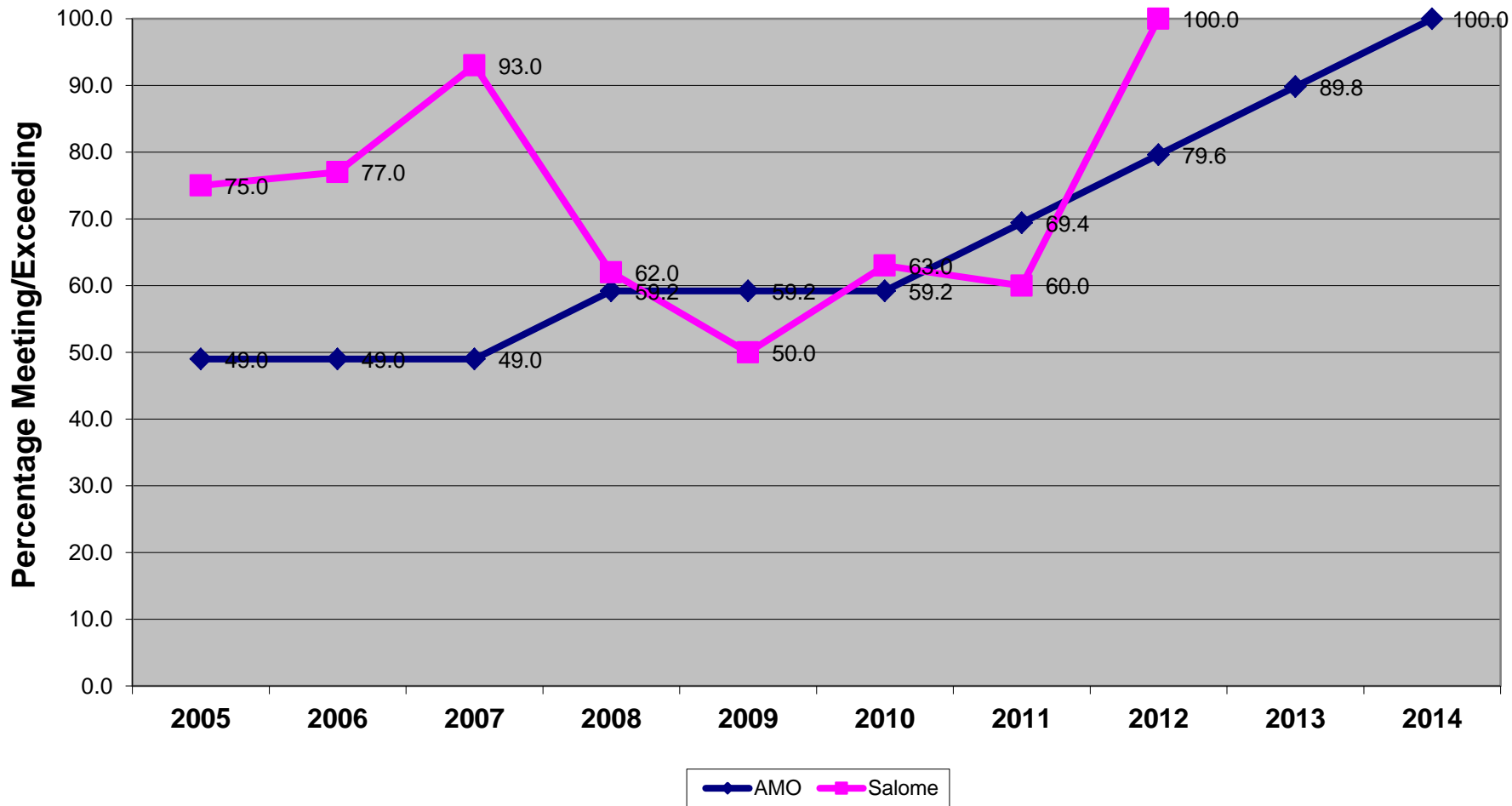
Grade 6 Math

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



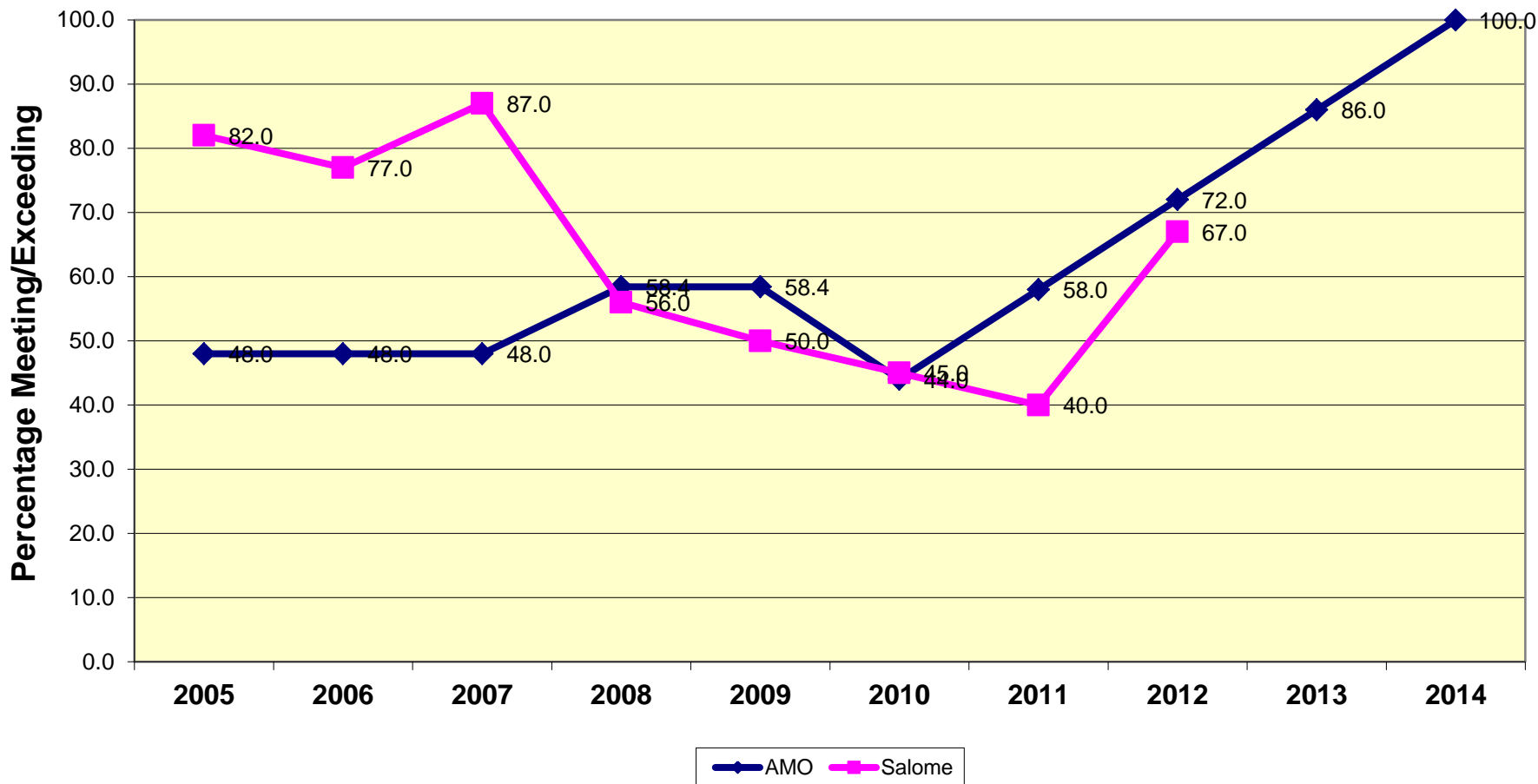
Grade 7 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



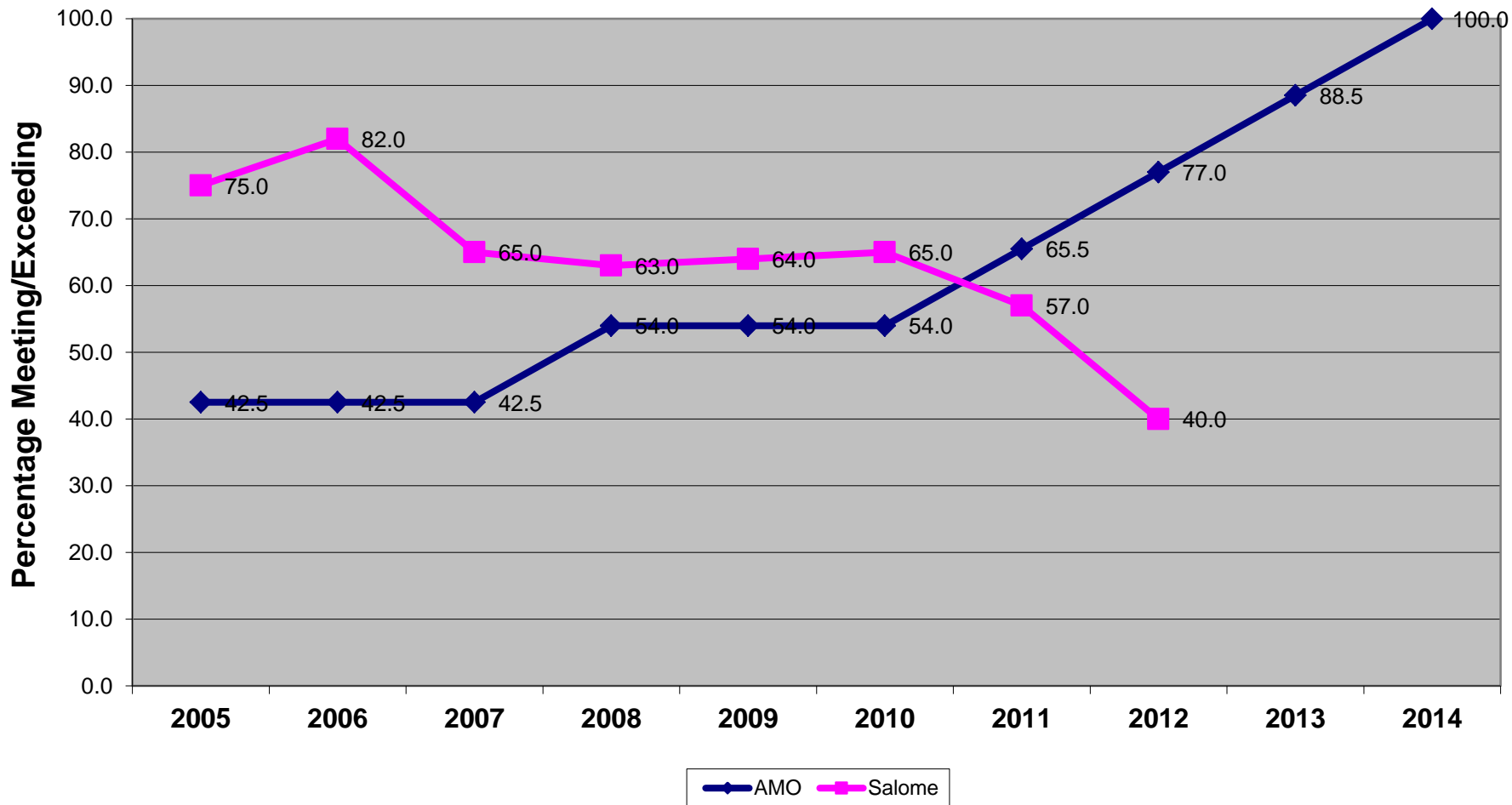
Grade 7 Math

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



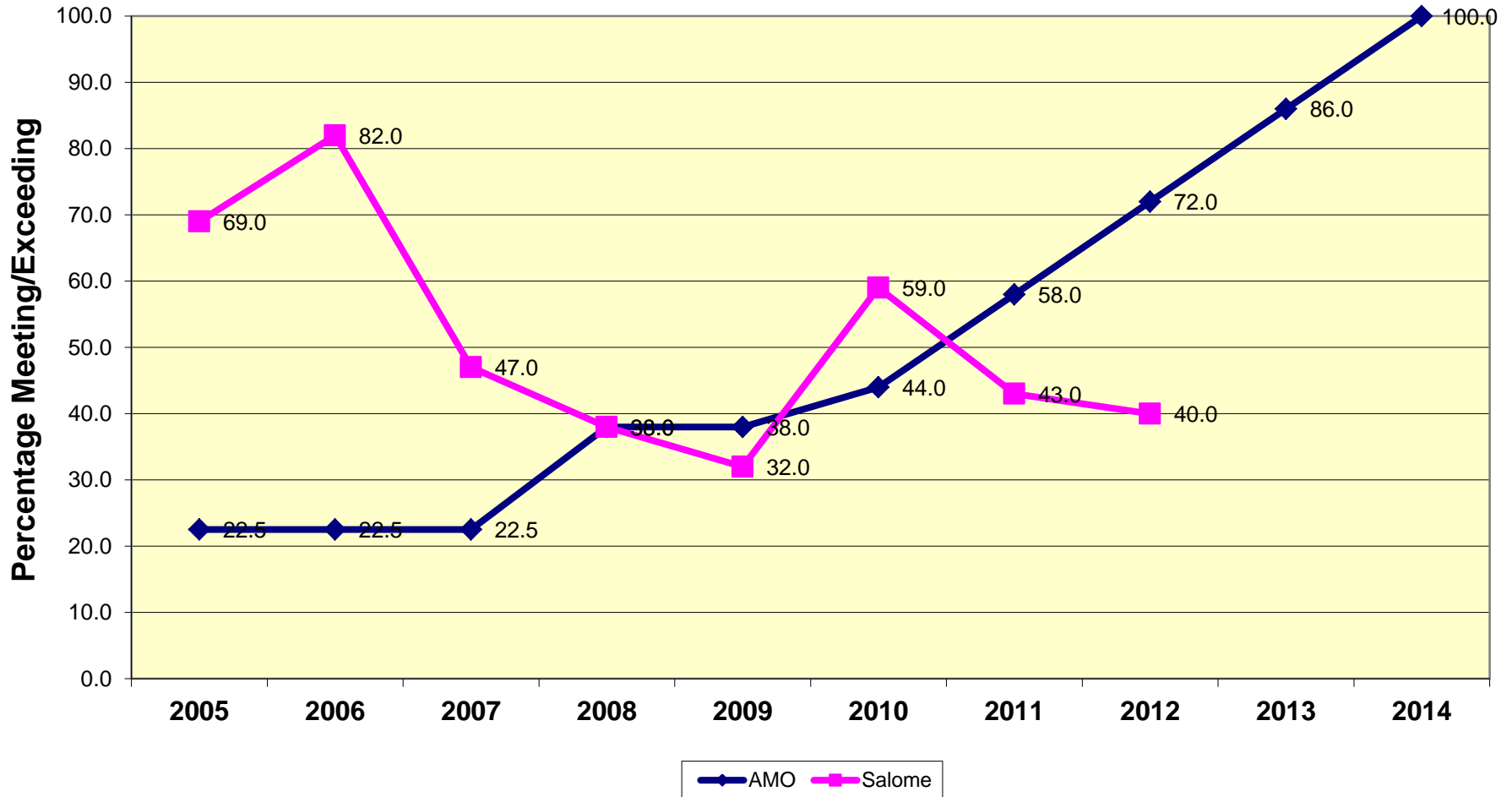
Grade 8 Reading

Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)

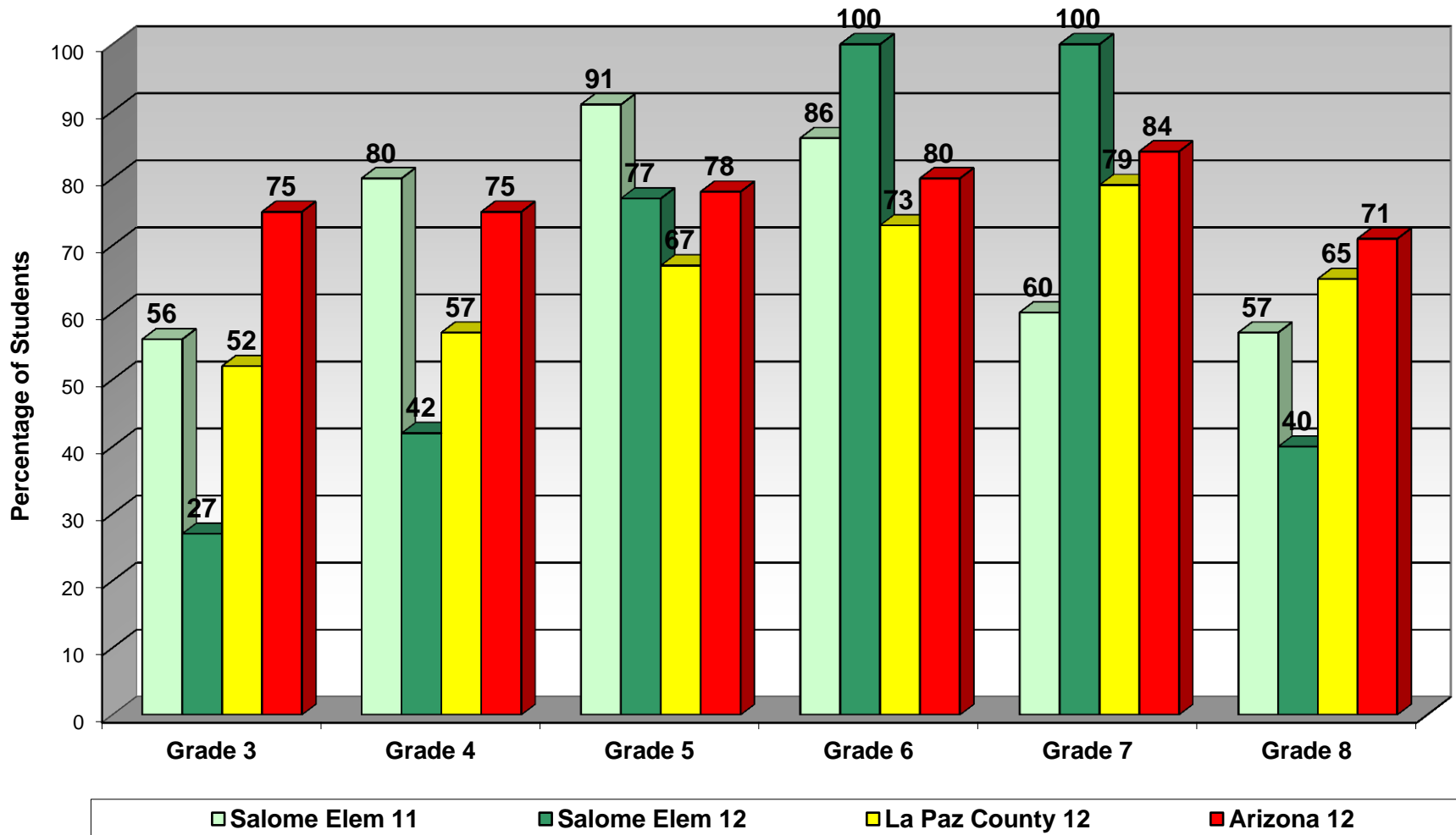


Grade 8 Math

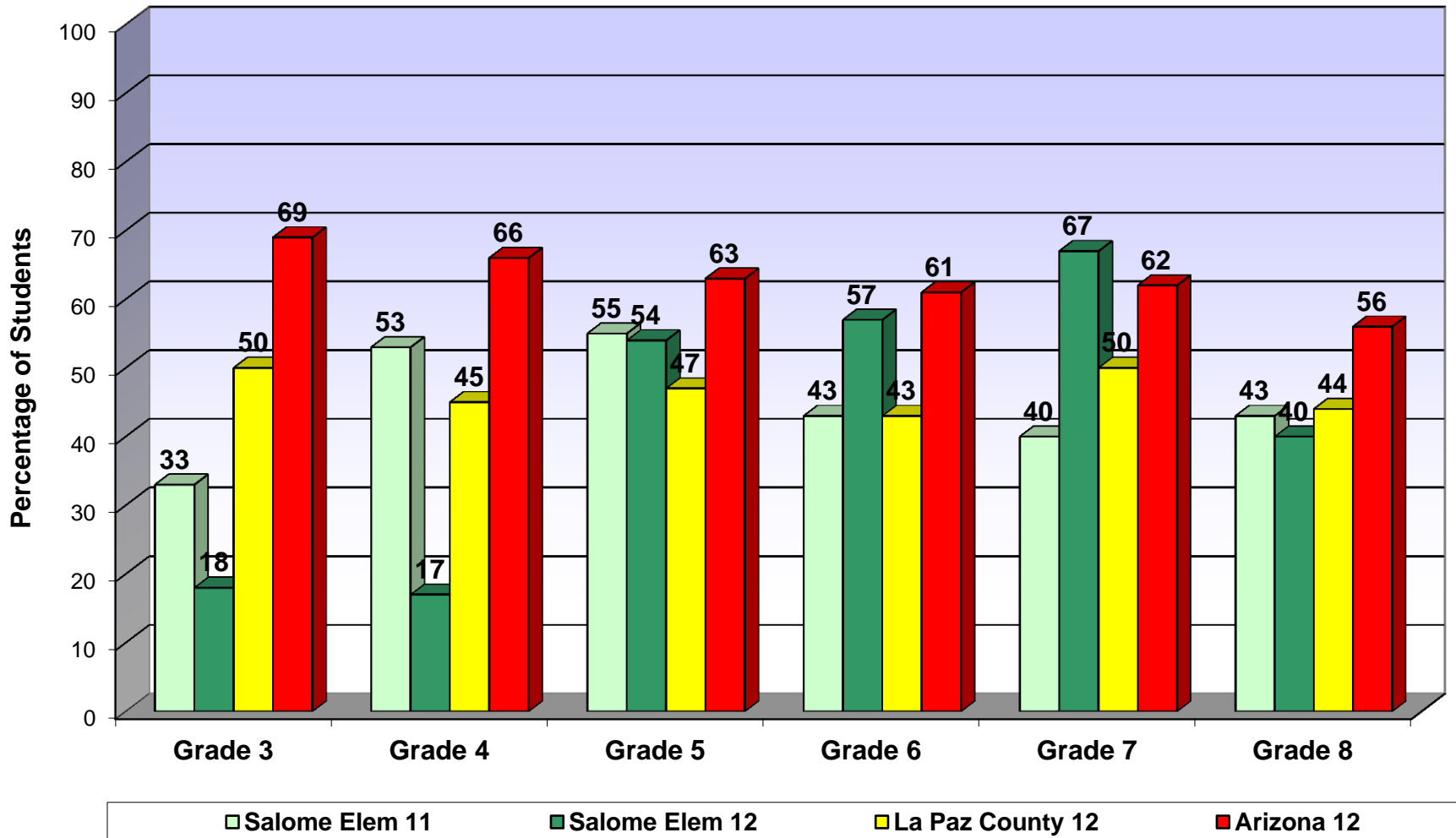
Comparison between Salome Elementary and the NCLB Annual Measurable Objectives (AMOs)



AIMS Reading 2012 Meeting/Exceeding Comparisons Salome Elementary School

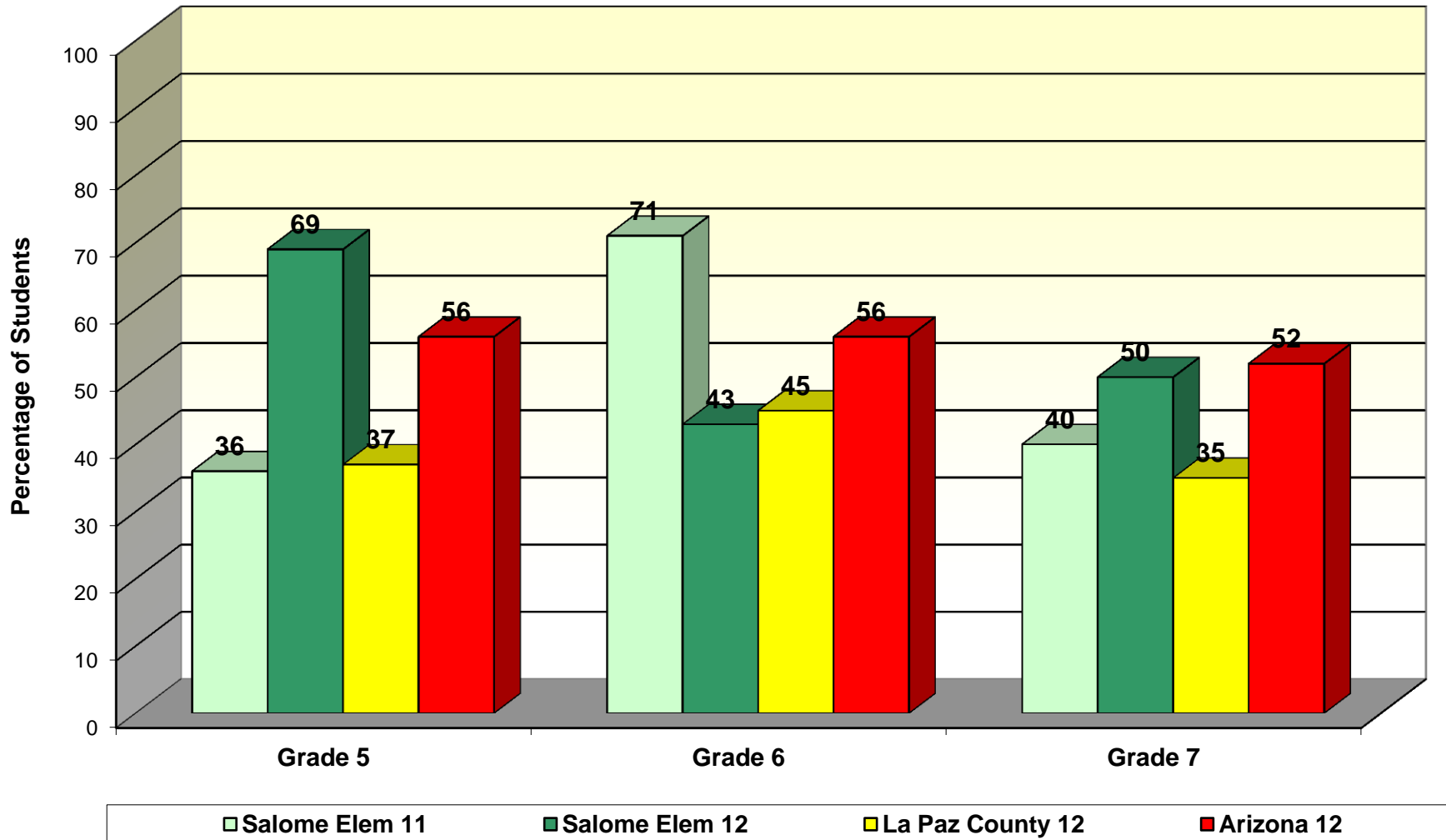


AIMS Math 2012 Meeting/Exceeding Comparisons Salome Elementary School



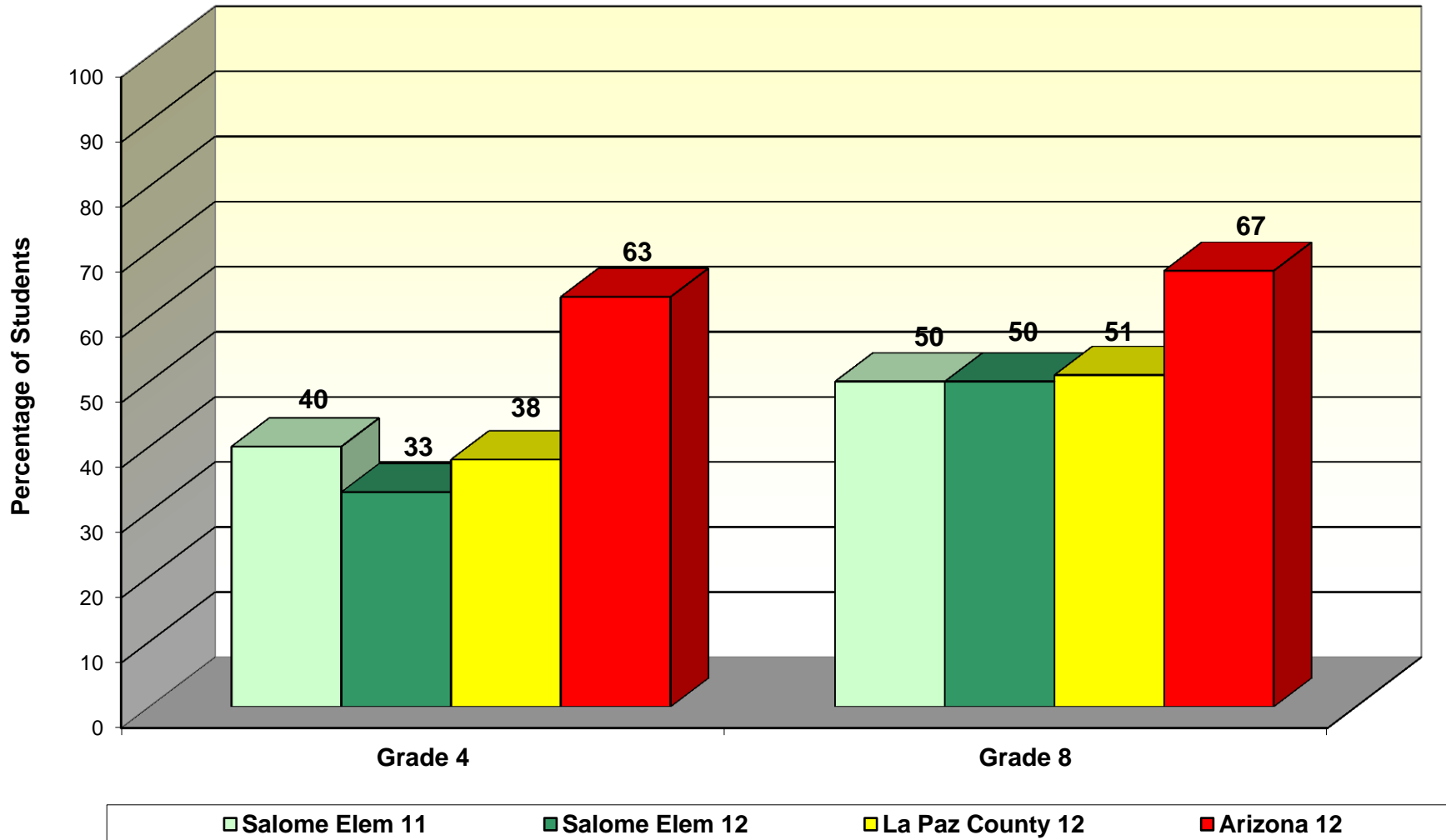
AIMS Writing 2012 Meeting/Exceeding Comparisons Salome Elementary School

(writing was only tested in grades 5, 6, and 7)



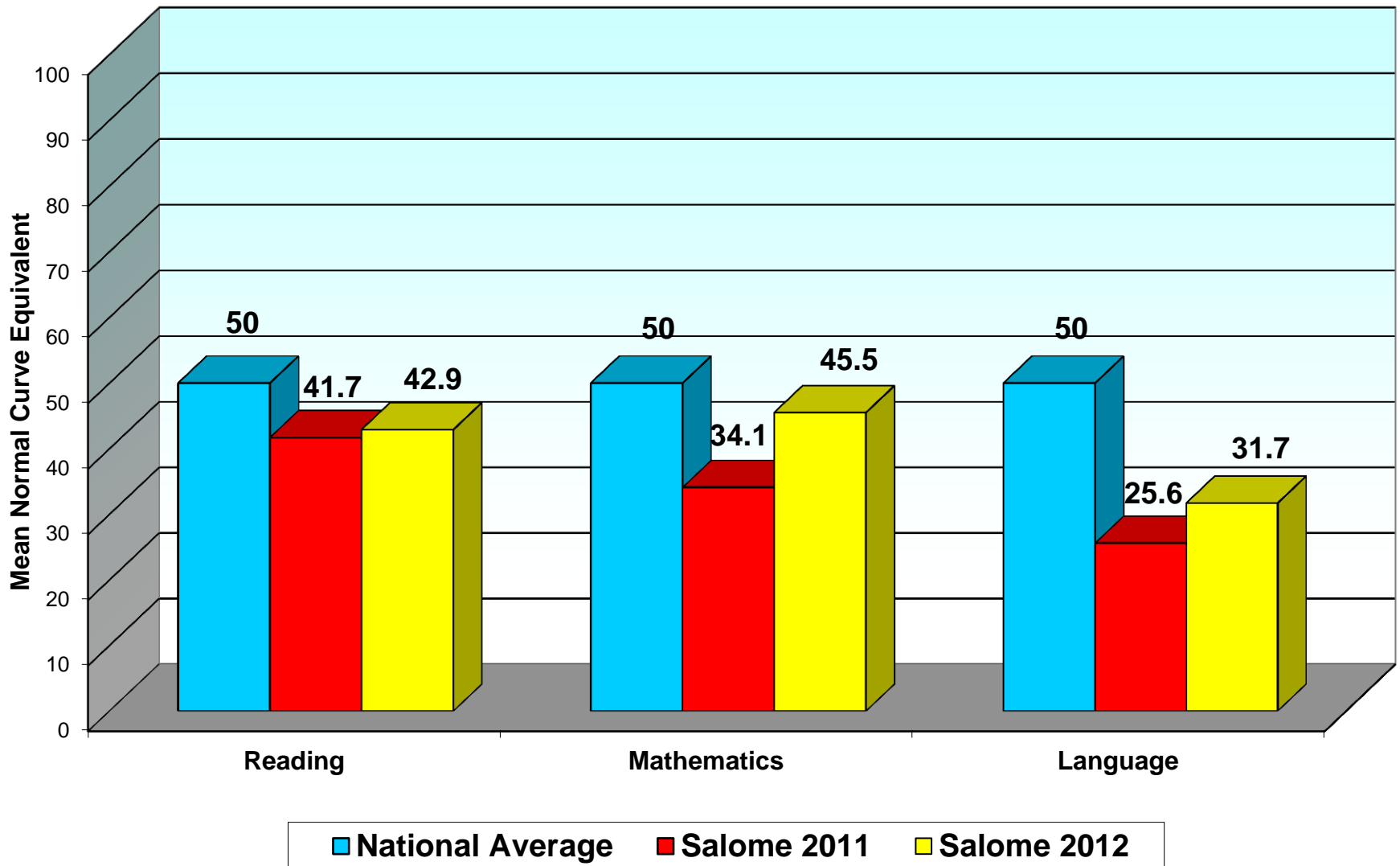
AIMS Science 2012 Meeting/Exceeding Comparisons Salome Elementary School

(science was only tested in grades 4 and 8)



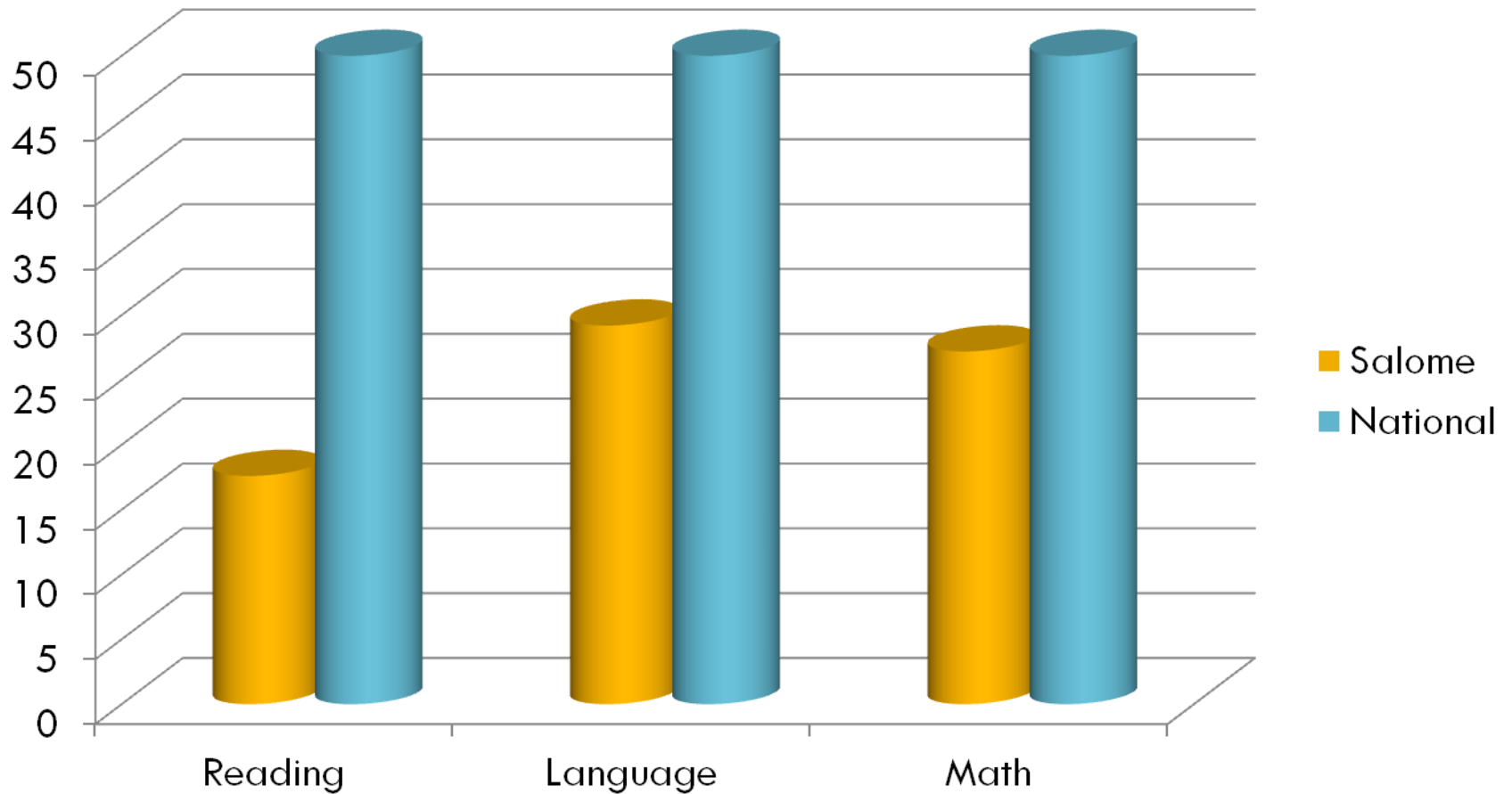
Stanford 10 Comparison Scores for Grade 2

Salome Elementary 2012



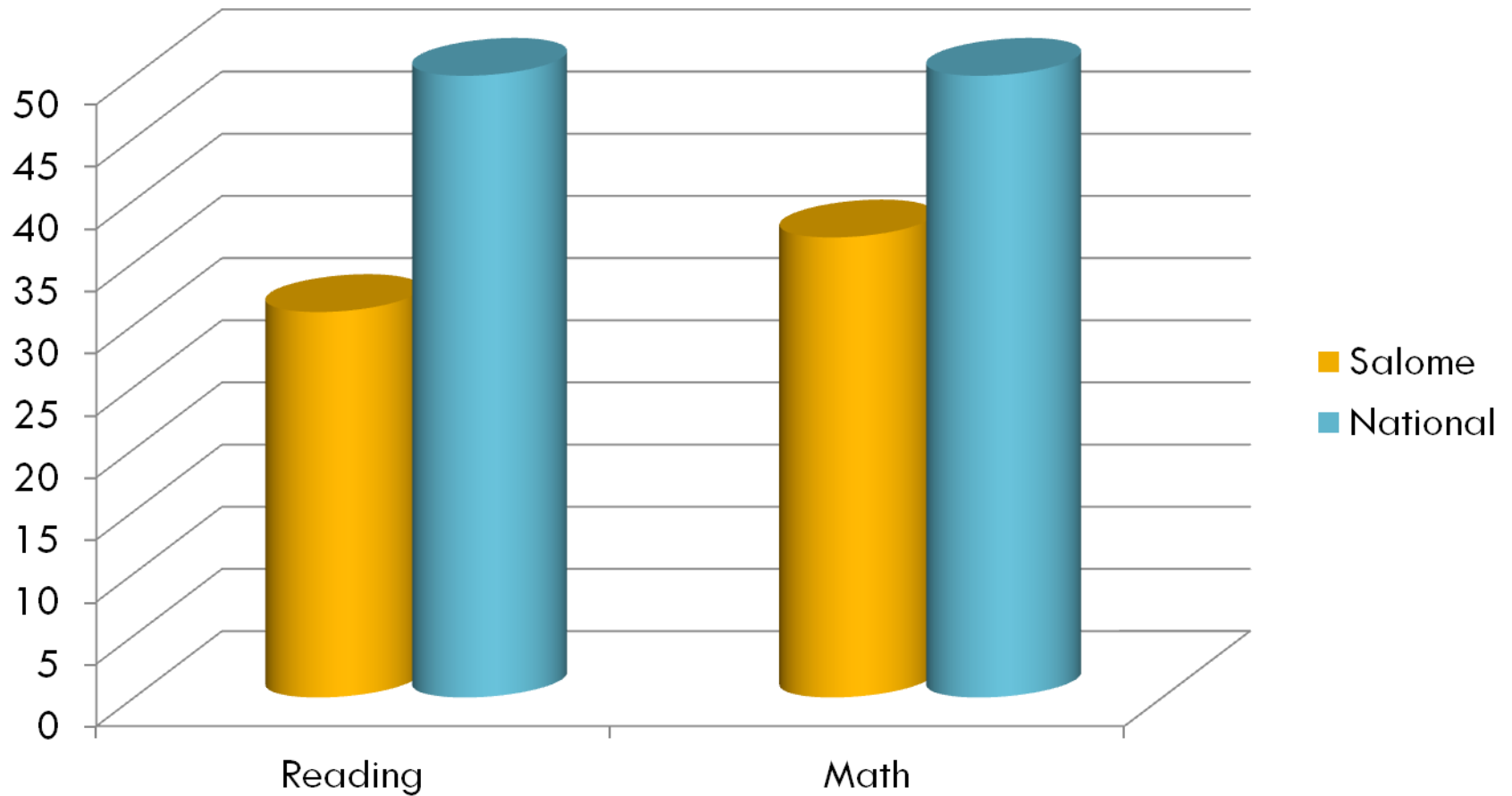
Stanford 10 Comparison Scores for Grade 1

Salome Elementary



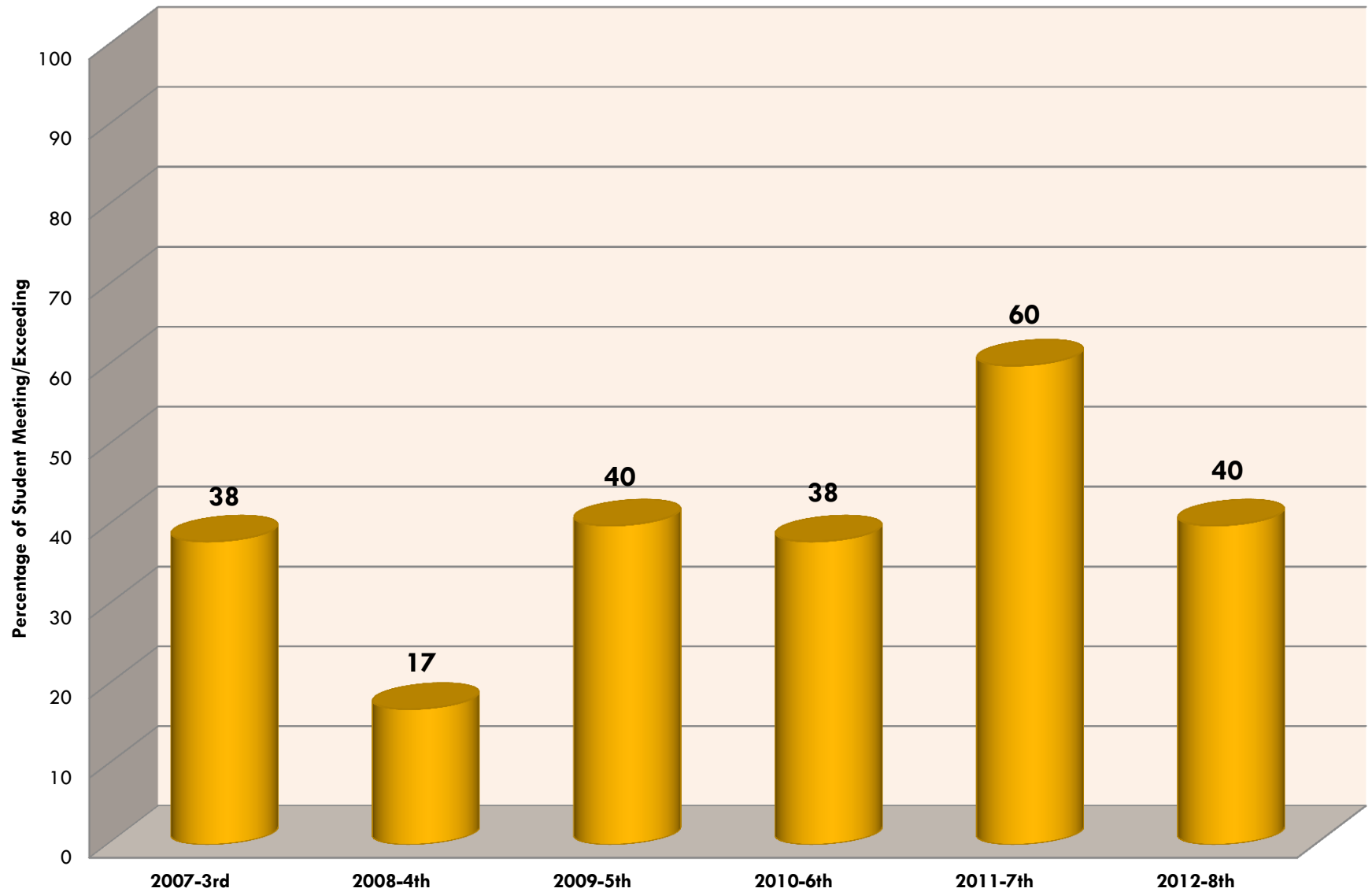
Stanford 10 Comparison Scores for Kindergarten

Salome Elementary



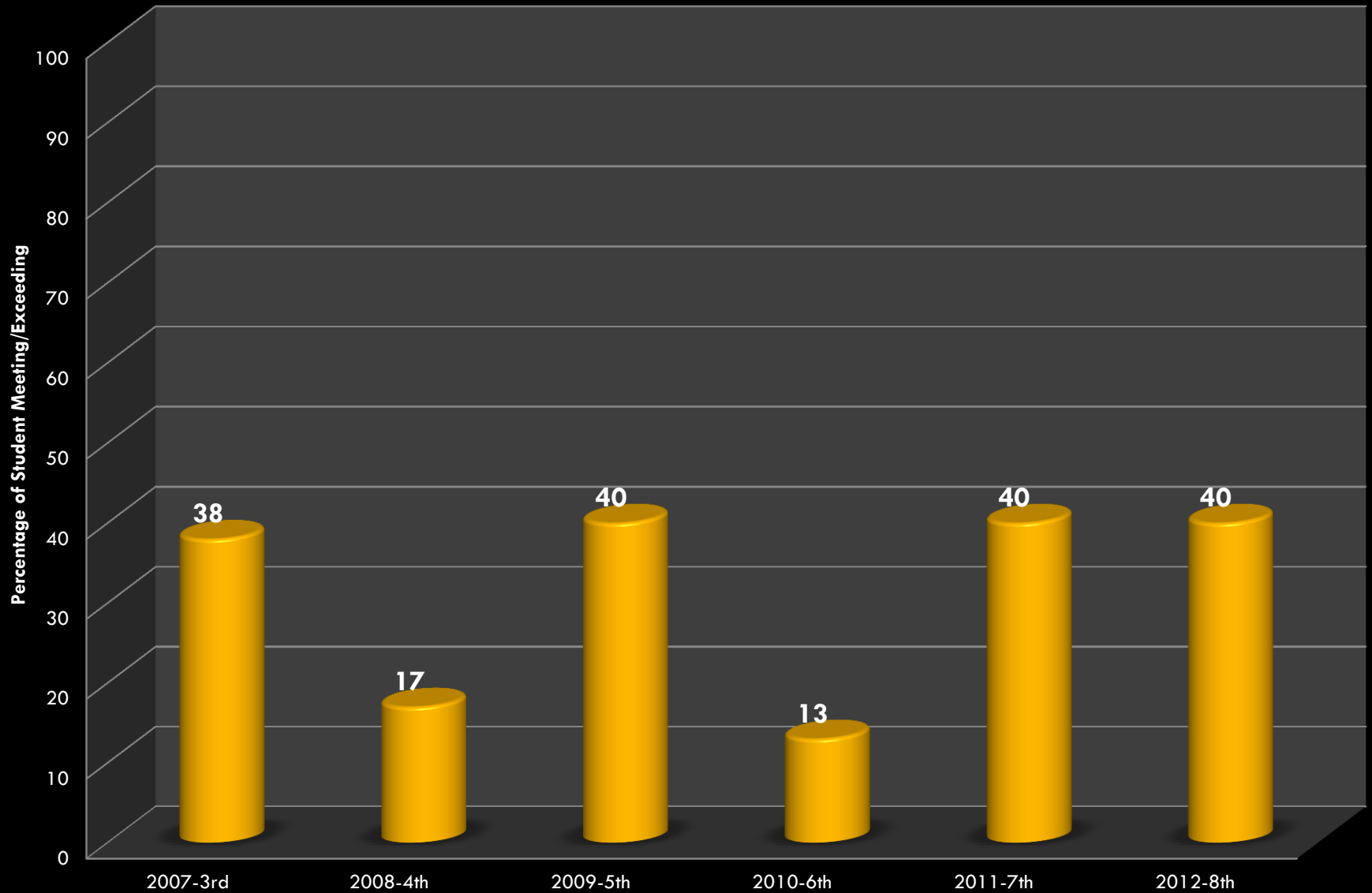
AIMS Reading 2012 8th Grade Cohort Comparisons

Salome Elementary School



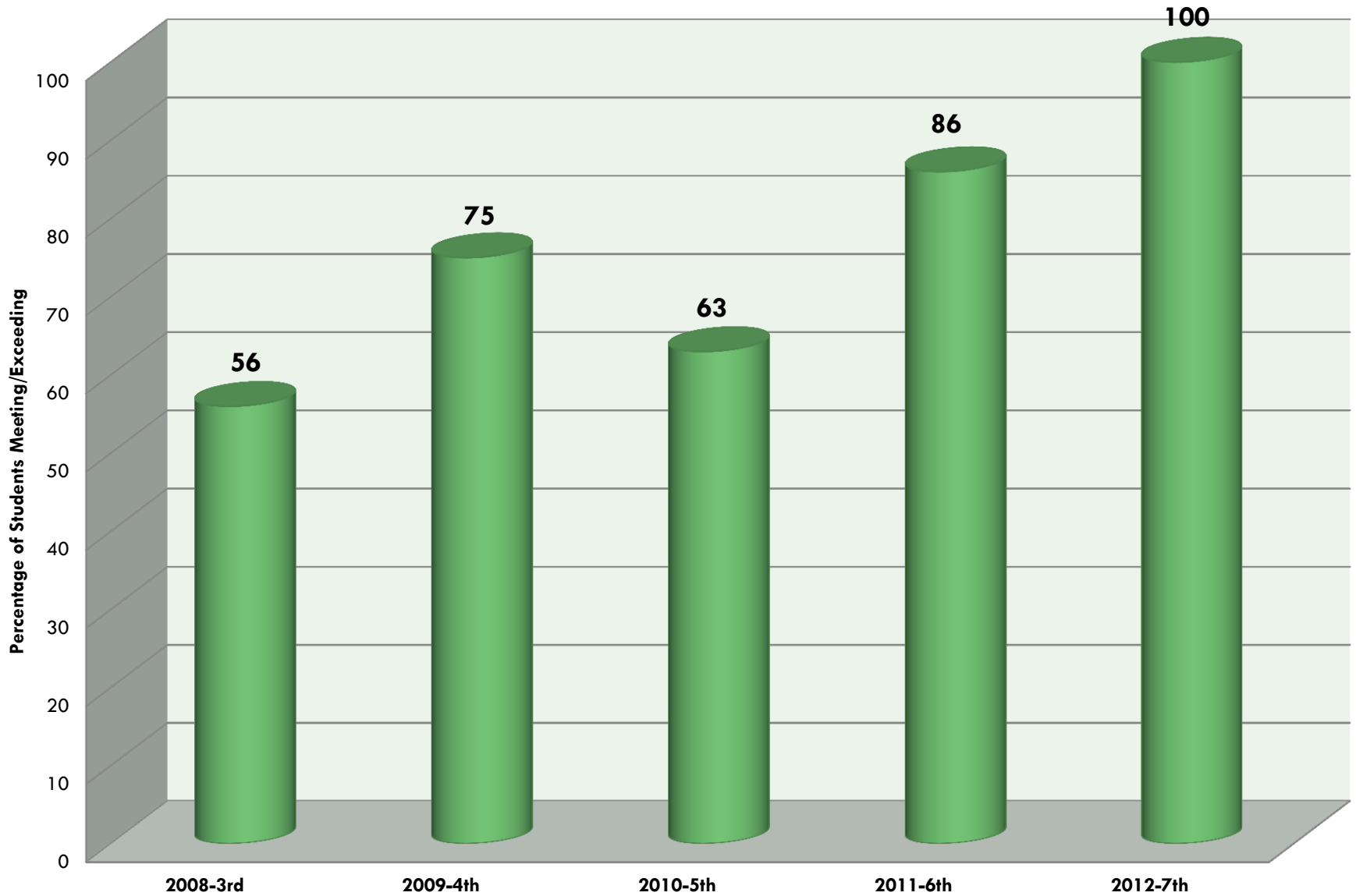
AIMS Math 2012 8th Grade Cohort Comparisons

Salome Elementary School

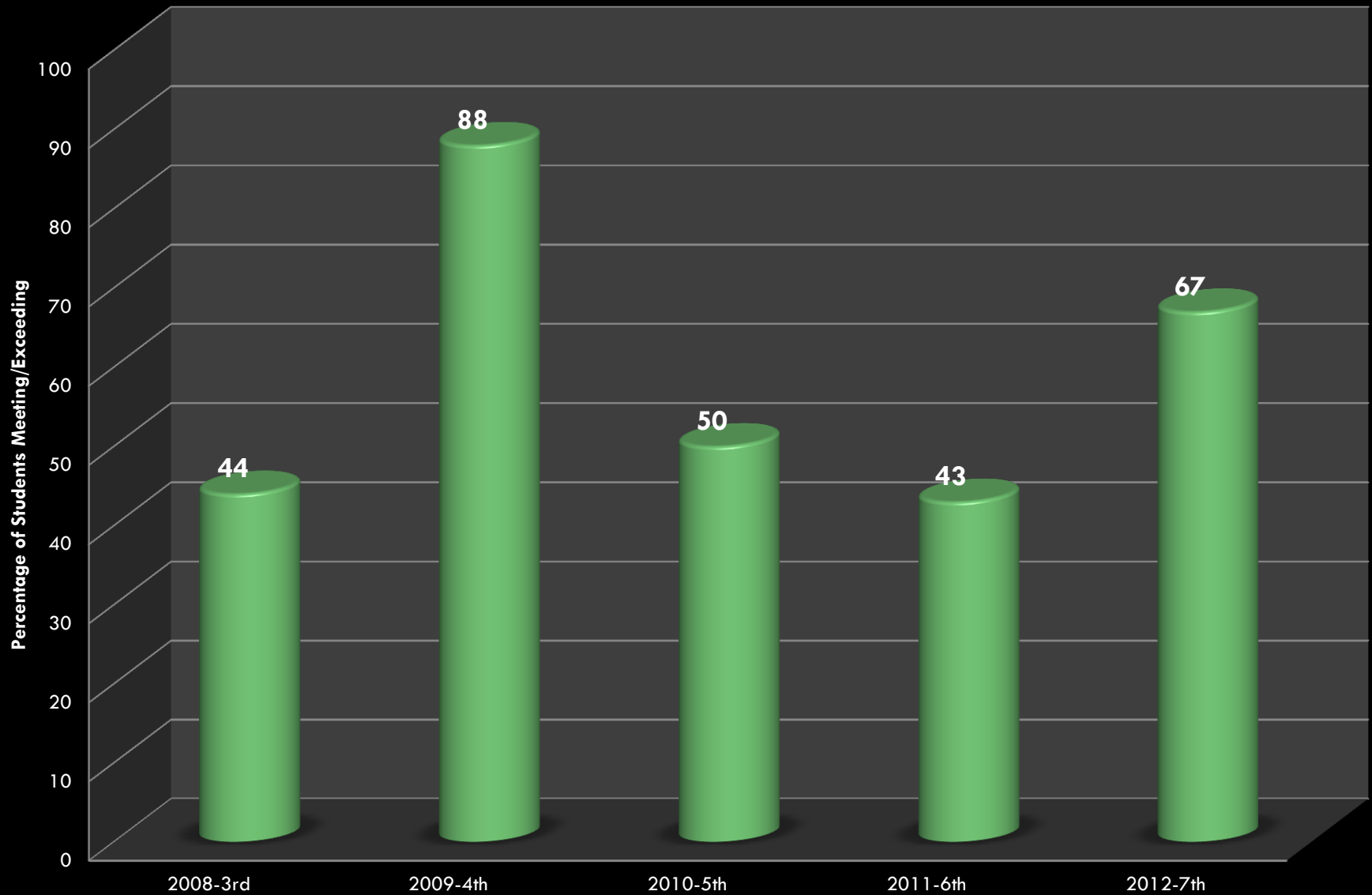


AIMS Reading 2012 7th Grade Cohort Comparisons

Salome Elementary School

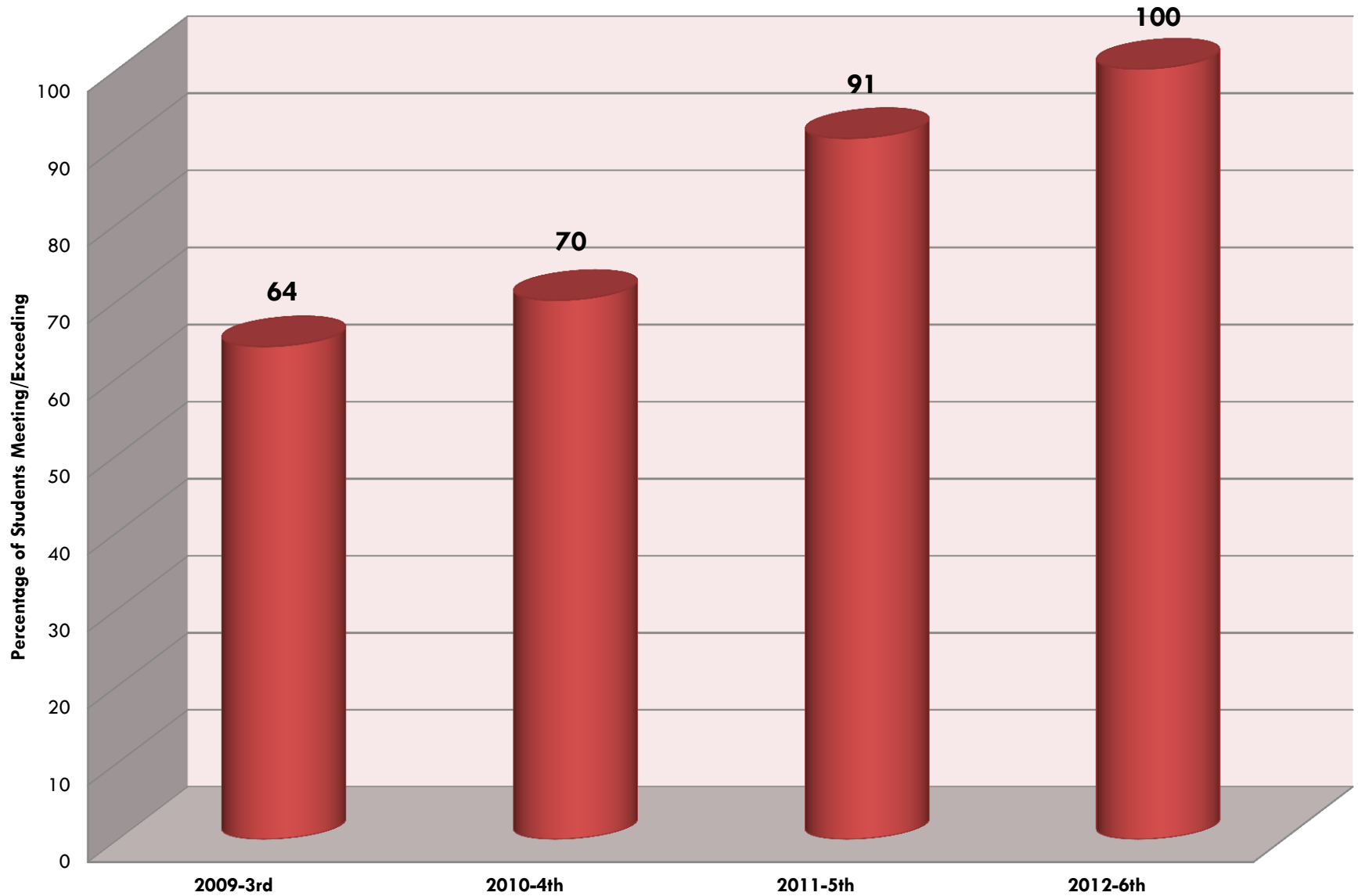


AIMS Math 2012 7th Grade Cohort Comparisons Salome Elementary School



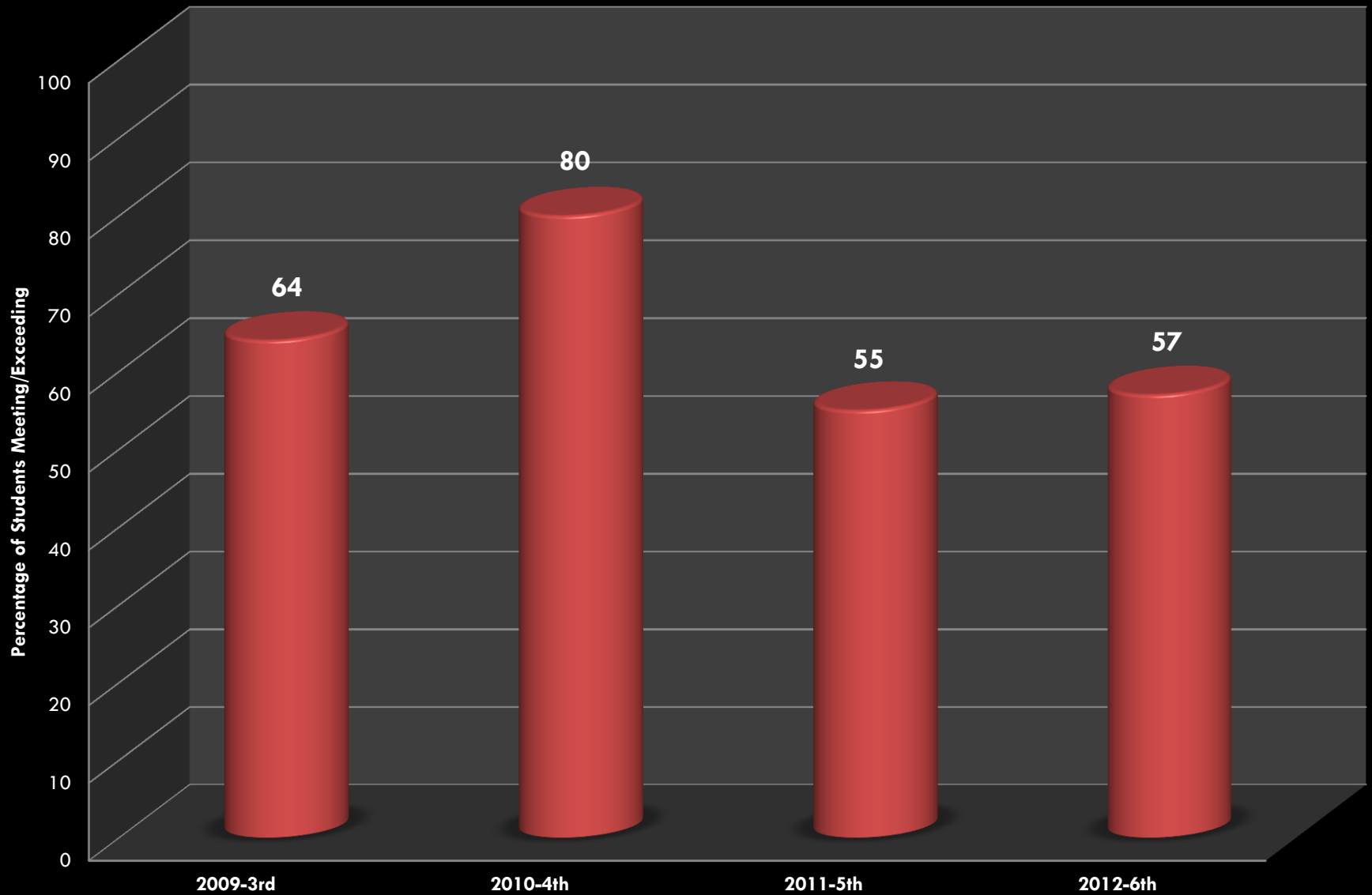
AIMS Reading 2012 6th Grade Cohort Comparisons

Salome Elementary School

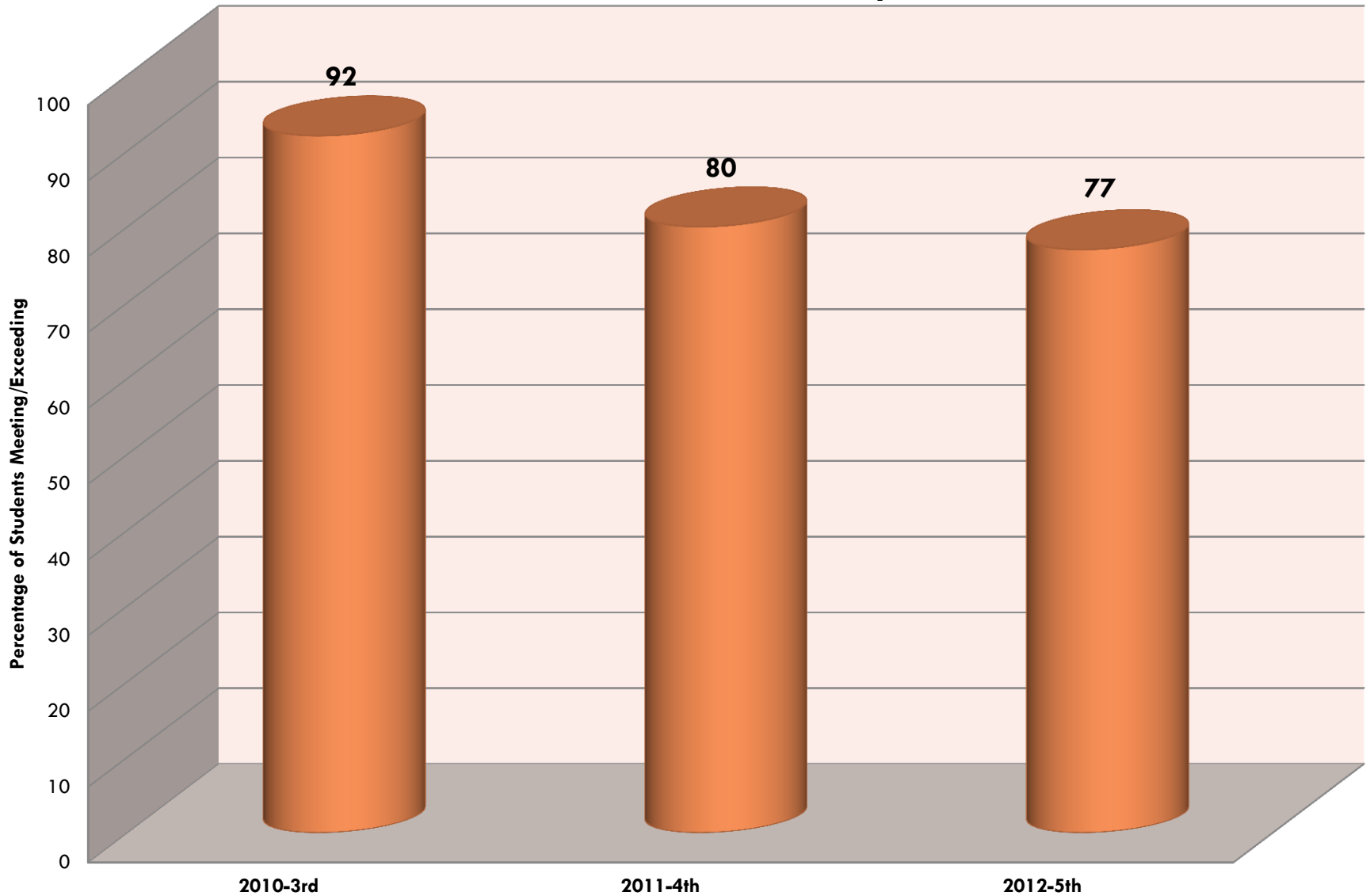


AIMS Math 2012 6th Grade Cohort Comparisons

Salome Elementary School

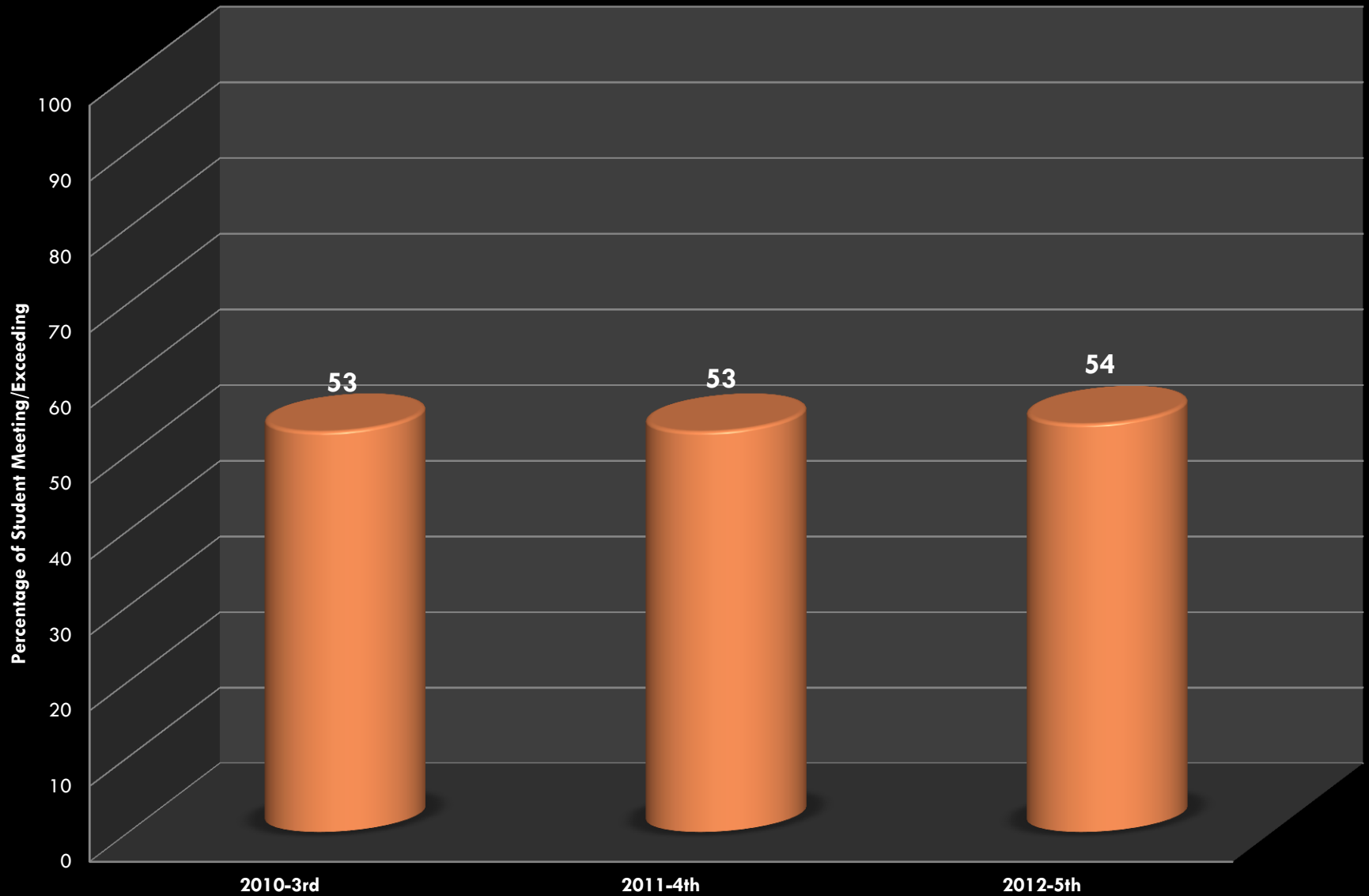


AIMS Reading 2012 5th Grade Cohort Comparisons Salome Elementary School



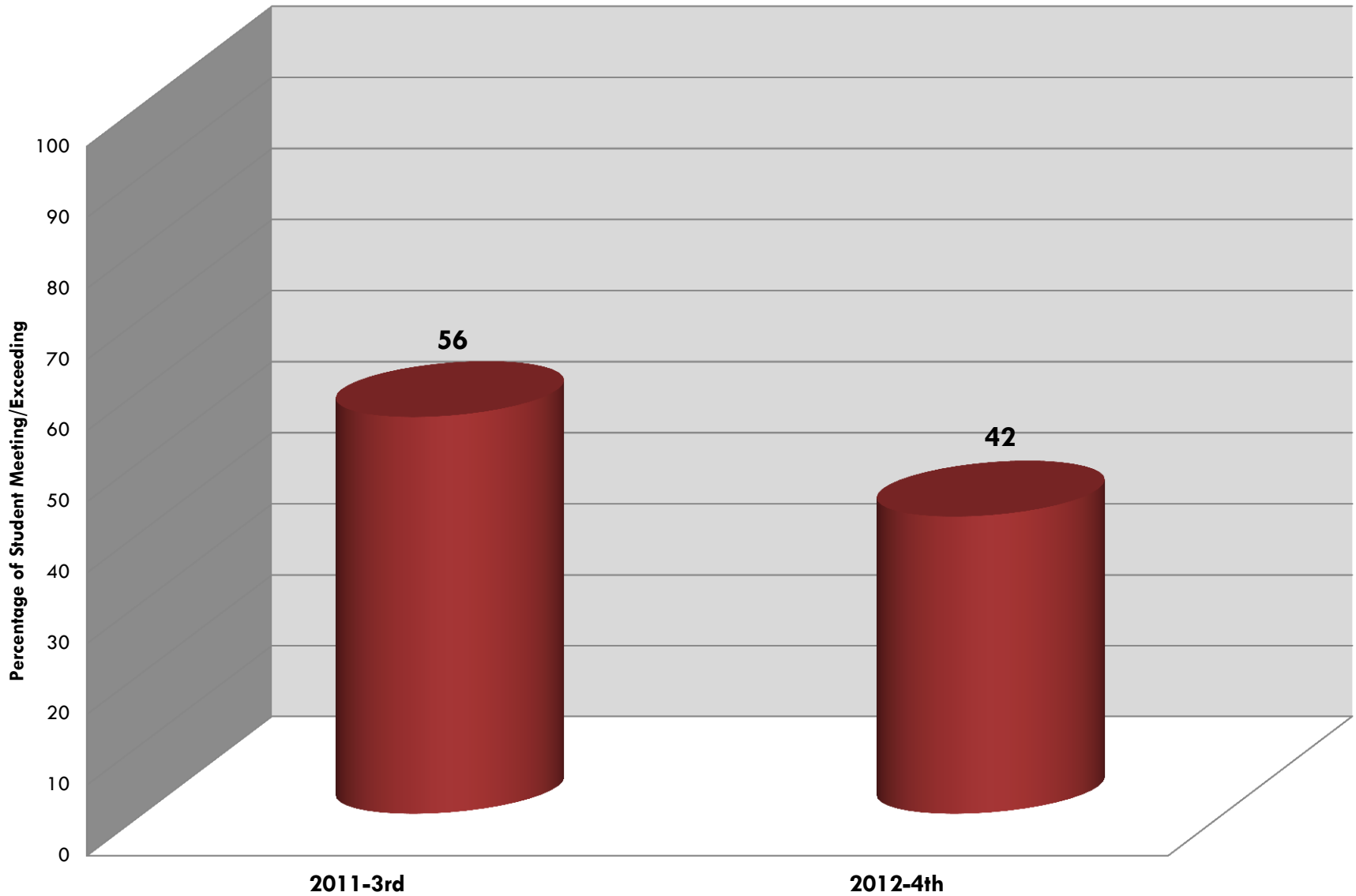
AIMS Math 2012 5th Grade Cohort Comparisons

Salome Elementary School



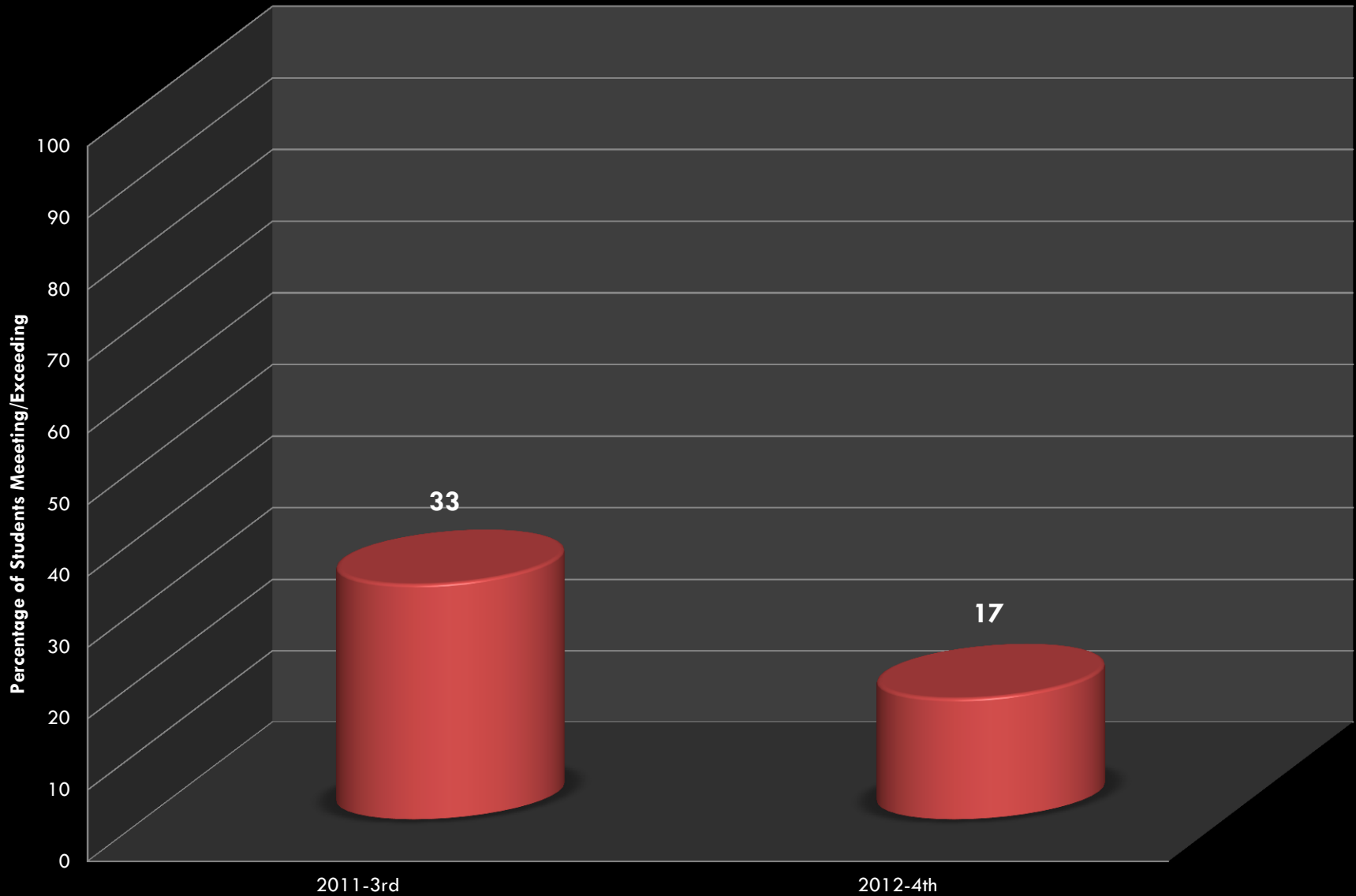
AIMS Reading 2012 4th grade Cohort Comparisons

Salome Elementary School



AIMS Math 2012 4th Grade Cohort Comparisons

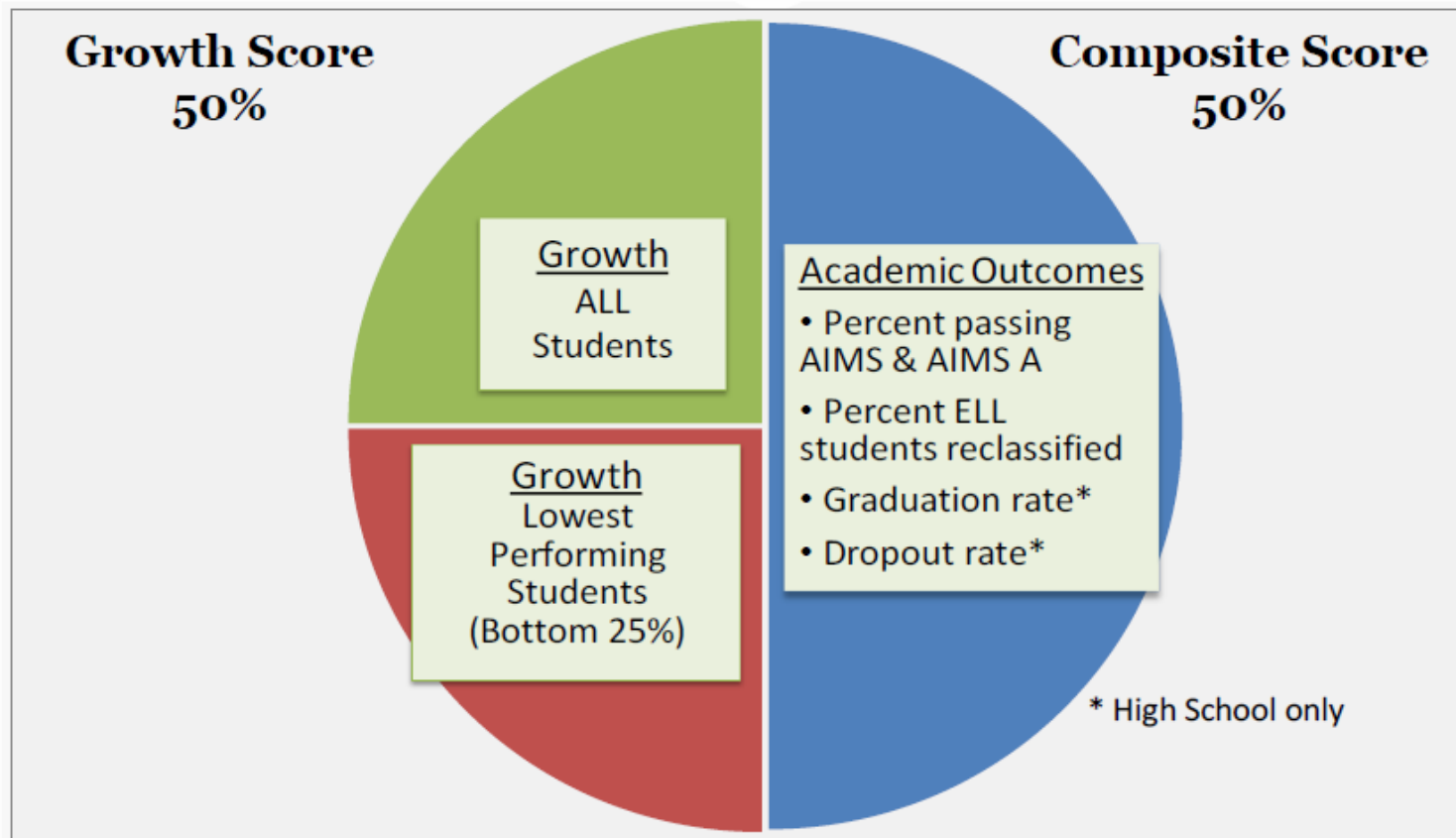
Salome Elementary School





New State and Federal Accountability Systems

A – F Letter Grade Break-down



Composite Score + Growth Score = A-F Letter Grade
(100 points possible) + (100 points possible) = 200 points possible

A – F Components

A-F Component	Total Points
Percent Passing Points:	80
Additional Points:	
ELL Reclassification	3
Graduation Rate	--
Dropout Rate	--
Total Composite Points:	83
Total Growth Points:	50
Total A-F Points:	133
Final Letter Grade:	B

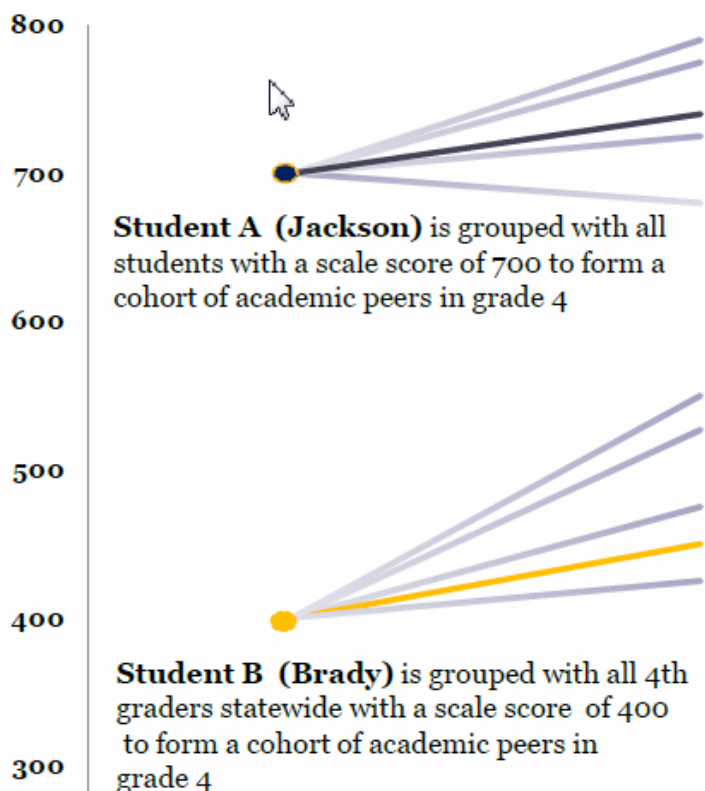
A – F Points for Label

$$\begin{array}{rclcl} \text{Composite Score} & + & \text{Growth Score} & = & \text{A-F Letter Grade} \\ (100 \text{ points possible}) & + & (100 \text{ points possible}) & = & 200 \text{ possible points} \end{array}$$

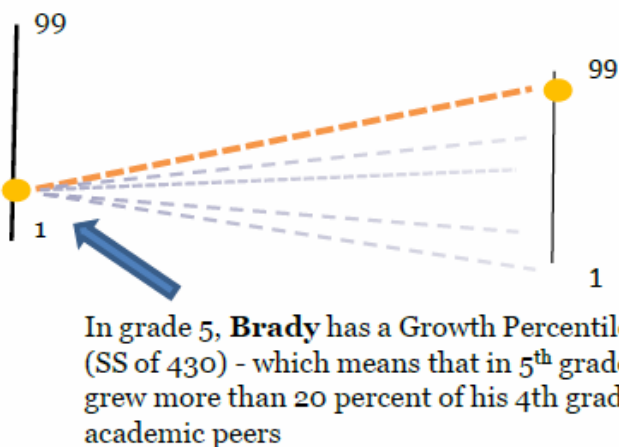
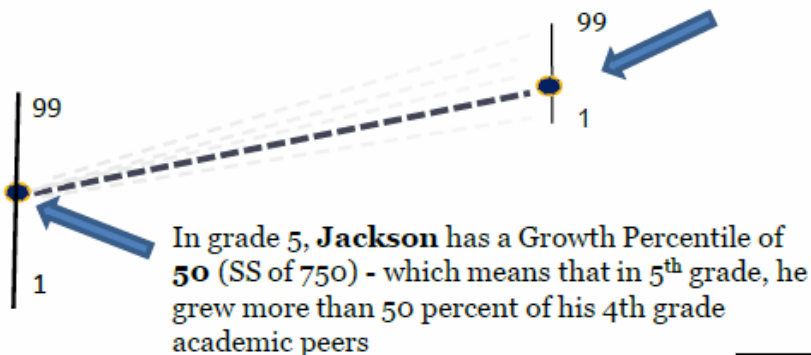
A (140-200)	“A” schools earn points equal to a school that has 90% of students passing AIMS and achieves typical or greater growth with its population of students.
B (120-139)	“B” schools earn points equal to a school that has 70% of students passing AIMS and achieves typical or greater growth with its population of students.
C (100-119)	“C” schools earn points equal to a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.
D (0-99)	“D” schools earn less points than a school that has 50% of students passing AIMS and achieves typical or greater growth with its population of students.

Growth Model

Comparing students at the same starting point



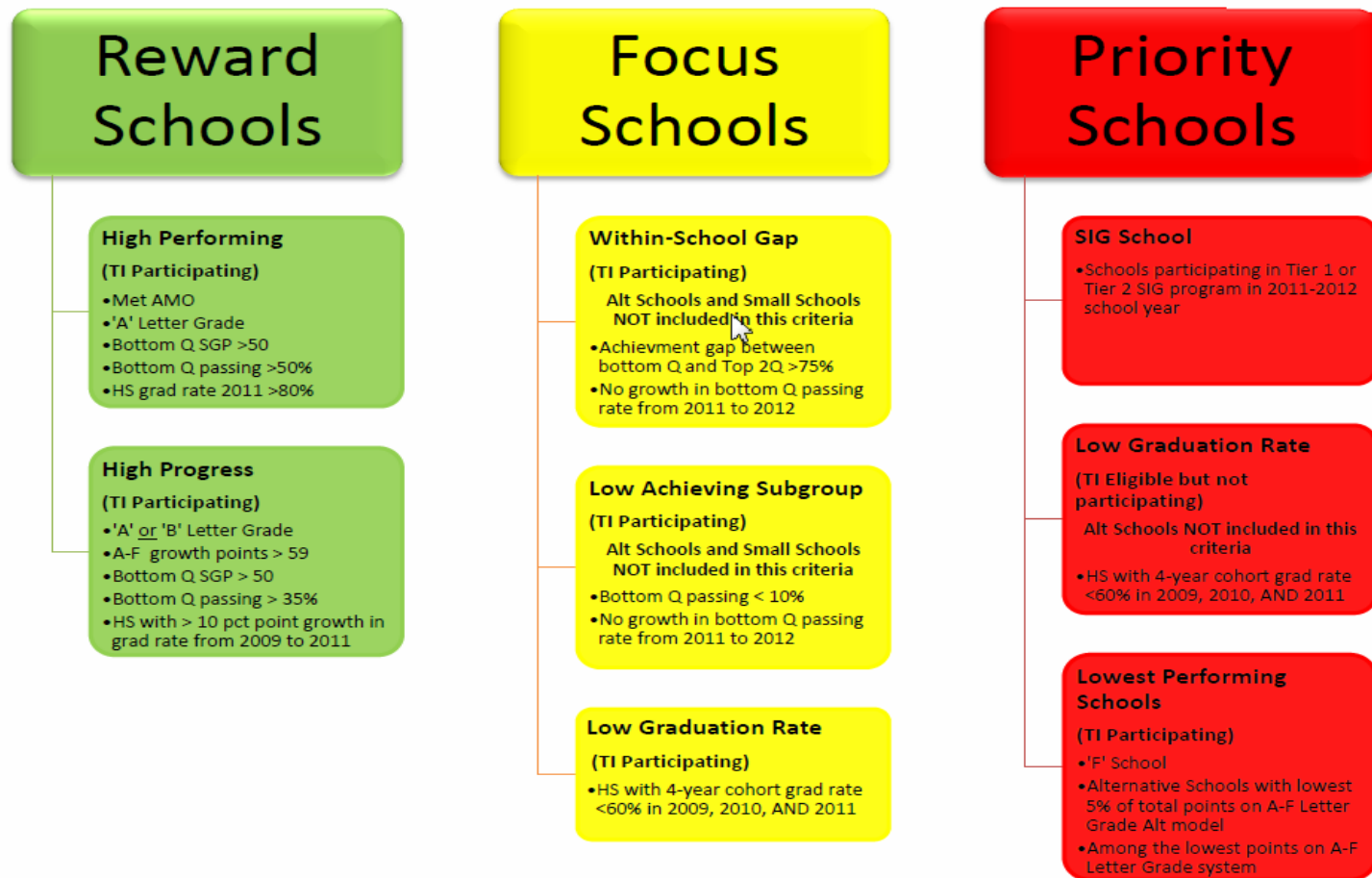
SGP in grade 6 (2012) relative to academic peers who started at the same point



Percentiles describe relative academic growth compared to academic peers

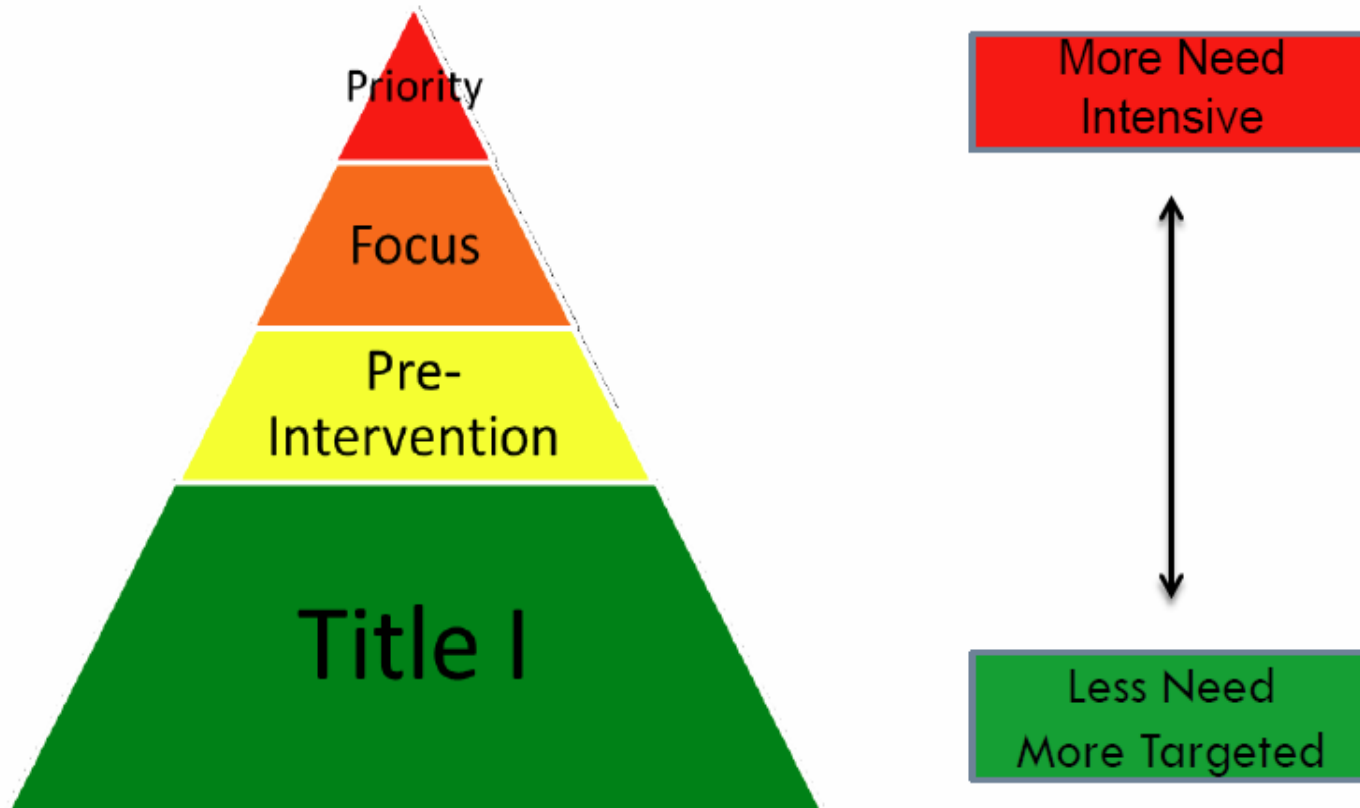
Reward, Focus, and Priority Schools

Arizona's Reward, Focus, and Priority School Definitions



Pre-Intervention

Paradigm shift to tiered intervention model.



Pre-Intervention Criteria

- ADE will identify up to a maximum of 10% of Title I schools as Pre-Intervention
- Criteria for identification:
 - ▣ Those that demonstrate the greatest downward trend in their student's academic achievement, student growth, or graduation rate.
 - ▣ Prioritize those that are 1) located within LEAs with Priority or Focus Schools, 2) located within a single LEA that has multiple schools meeting the criteria
 - ▣ Schools ranked in the next 1% of schools above the cutoff for Priority or Focus Schools

New Expectations!

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Huge protest in Moscow vs. Putin

In the largest such demonstration since the fall of the Soviet Union, tens of thousands of people took a Moscow street to protest the 12-year rule of Russian leader Vladimir Putin and demand free elections. **A20**

K-12: YOUR MONEY'S WORTH

Arizona schools brace for changes

New metrics biggest shake-up in decades

By Pat Kossan
The Arizona Republic

Arizona is putting in place some of the biggest changes in public schools in two decades. Over the next three years, the reforms will shake up what students learn and when they



Superintendent Danise Birdwell (left) and Director of Curriculum and Instruction Dawn Foley confer on necessary curriculum changes for the Higley Unified School District in Gilbert. **PHOTO BY MICHAEL DEL VECCHIO**



Westwood Primary School student Nicholas Benson, 6, reads with academic coach Melanie Del Vecchio. **PHOTO BY MICHAEL DEL VECCHIO**

New evaluations for teachers, students

SCHOOLS Continued from A1

K-12: YOUR MONEY'S WORTH

This is the last installment in The Republic's yearlong series on how Arizona spends its money on K-12 education.

February/May: The era of less.

— Associated Press

accomplish the expected gains in academic achievement. The core of the changes are new, tougher national grade-level standards, adopted by Arizona in June 2010. They re-examine what skills students must learn and when they learn it to a their peers across the country. Arizona students must take new national reading and exams that measure those in April 2015.

Also, new state letter grades will become the official of a school's performance in 2012-13. And, that same

NEW CORE STANDARDS

Principals and teachers are guided by state teaching standards, the skills a child is expected to learn in each subject at each grade level. Teachers know which of their lesson plans work best and which concepts need extra lessons for most students to master.

But the standards haven't helped Arizona students do well on the National Assessment of Educational Progress exam, known as the Nation's Report Card. In both math and reading, the state's fourth- and eighth-grade scores lag the national average. Nationally, student scores are flat as well. The state is expected to work to

Typically, 15 percent of Westwood's third-graders end up in that bottom group.

To reduce that number, Del Vecchio said she needed more time in the day for learning. She turned in on recess to find it.

Here's how her school works: Second- and third-grade students are divided into five

things more to do."

A'D' SCHOOL

Michael Halpert's is full of determination. He is a first-year principal at Westwood Primary School. He is a first-year principal at Westwood Primary School. He is a first-year principal at Westwood Primary School.

spending for three consecutive years. Yet Birdwell must find money to write a new curriculum for the Common Core standards and train principals about new expectations. She also must provide coaches for teachers to help them understand the new skills they must teach and to write lesson plans. As teachers move into full-time coaching positions, the district must replace them with new teachers in the classroom.

"You have to have time to re-write it in a language that all teachers understand, then professionally develop all teachers in that new expectation," Birdwell said.

The district is creating a website to hold the lessons that work best so they can be shared among schools.

al text."

To deal with the changing nine East Valley school districts are working together. For example, one or two districts are developing teacher training in a subject and grade level that a nine districts could use.

"They (teachers) truly question and don't understand why so many changes so fast," Birdwell said.

FAILING THIRD GRADE

It's unusual for a Westwood Primary School third-grader not to advance to fourth grade. But beginning in the 2013-14 school year, about 33 third-graders are at risk of being held back. That's 33 sets of parents who must be told their child failed third grade.

"We've never been faced with that," said Melanie Del Vecchio, a former teacher and now



Common Core Implementation

English Language Arts

	2011-2012	2012-2013 Minimal	2012-2013 Optimal	2013-2014	2014-2015
K	Full	Full	Full	Full	Full
1	Transitional	Full	Full	Full	Full
2	Transitional	Full	Full	Full	Full
3	Transitional	Full	Full	Full	Full
4	Transitional	* Targeted	Full	Full	Full
5	Transitional	* Targeted	Full	Full	Full
6	Transitional	*Targeted	Full	Full	Full
7	Transitional	*Targeted	Full	Full	Full
8	Transitional	Full	Full	Full	Full
9	Transitional	Full	Full	Full	Full
10	Transitional	Targeted	Targeted	Full	Full
11	Transitional	Targeted	Targeted	Full	Full
12	Transitional	Targeted	Targeted	Full	Full

Definitions

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- **Transitional** implementation is defined by the Arizona Department of Education as transitioning from awareness to scaffolded implementation of the 2010 Arizona ELA Standards.
- **Targeted** implementation is defined by the Arizona Department of Education as the first step toward full implementation. In English language arts, “targeted” refers to instructional shifts, specific content emphasis by strand, and an intentional increase of rigor in the classroom.
- **Full** implementation is defined by the Arizona Department of Education as a complete transition to teaching the 2010 Arizona English Language Arts Standards (Common Core plus Arizona additions) with fidelity.

Mathematics

	2011-2012	2012-2013	2013-2014	2014-2015
K	Full	Full	Full	Full
1	Transitional	Full	Full	Full
2	Transitional	Full	Full	Full
3	Transitional	Targeted	Full	Full
4	Transitional	Targeted	Full	Full
5	Transitional	Targeted	Full	Full
6	Transitional	Targeted	Full	Full
7	Transitional	Targeted	Full	Full
8	Transitional	Targeted	Full	Full
9	Transitional	Targeted	Full	Full
10	Transitional	Targeted	Full	Full
11	Transitional	Targeted	Full	Full
12	Transitional	Targeted	Full	Full

Teacher Evaluation System



- A. Overview of Teacher Evaluation
- B. Teacher Evaluation Rubric
- C. Goal Setting
- D. Long Observation Form
- E. Short Walk-through Observation Form
- F. Lesson Plan