City High School Mission Statement

City High School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world.
City High School’s 6 School Goals

- Personalization
- Diversity
- Challenging Academic Curriculum
- Community Connections
- Student Leadership
- Institutional Advancement
Board of Directors “5 Indicators of School Success” in Relationship to the School Goals

<table>
<thead>
<tr>
<th>Indicators ➔ School Goals</th>
<th>Student Enrollment</th>
<th>Graduation &amp; Dropout Rates</th>
<th>College Readiness</th>
<th>Staff Retention</th>
<th>Financial Health</th>
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<td>Institutional Advancement</td>
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X denotes primary relationships
• denotes secondary relationships
At a Glance: 5 Indicators of Success

1. Enrollment
   - Enrollment Trends and Definitions
   - Absence Rates

2. Graduation & Dropout Rates
   - Grad Rate & DO Definitions and Statistics
   - CHS-AZ State Comparisons
   - Reasons for Improvements

3. College Readiness
   - Class of 2011 Statistics
   - College and Career Focus, Grades 9-12

4. Staff Retention
   - Staff Retention Trends
   - Staff Survey Highlights
   - Feedback on Schoolwide Plan

5. Financial Health
   - Overview: Per Pupil Costs
   - Grant Efforts
School Program Changes in Year 7

School Program 2004-2010

- Stand-alone City Works program on Wednesdays
- 55 minute classes for core curriculum days (M/T/Th/F)
- 8:30am-3:30pm school day; minimal after-school program
- Classes size avg <20
- Variety of admin configurations; Community Partnership Coordinator as admin position throughout

School Changes in 2010-2011

- No City Works; goal of more integration of SL/PBL into core curriculum
- New schedule including 90 min. periods for core classes
- 9-3 school day; new extended day program 7:30am-5:30pm
- Class size avg >20
- Eve as Principal; new Dean of Students position; no CPC
Progress toward purchase of Pennington Street properties

Incorporation of Voices program under TSSP umbrella

Agreement with Community Food Bank to manage and develop City High Garden / Urban Farm

Beginning conversations with Paulo Freire Freedom School re collaboration on secondary school (6-12)
Indicator 1: Student Enrollment
Arizona Dept of Education pays schools based on ADM or Average Daily Membership.

The most important enrollment # is the average enrollment figure from the 41st day to the 100th day of the school year.

100th Day Count

- 2005: 82
- 2006: 121
- 2007: 140
- 2008: 163
- 2009: 174
- 2010: 176
- 2011: 182
Declining Absence Rates

State penalty when absence rate hits 7.8% or above (consequence is for ADE to “adjust” ADM, or Average Daily Membership).

School’s monthly equalization payments based on ADM.
Efforts to Address Attendance Issues

- **Dean of Students**
  - New position in 2010-2011
  - Handled twice the number of attendance referrals 09-10: indication that it was a bigger administrative priority this year

- **Attendance Alert Letters Sent Home to Families**
  - Started 09-10, continued 10-11

- **Increased FTE for Intervention Counselor**
  - Started 09-10, continued 10-11
  - Includes Registrar/Attendance Coordinator, Dean of St’s, Counselor

- **Student Intervention Team Met Weekly**
  - Started 09-10, continued 10-11

- **Impact of New Schedule and 9am Start Time?**
Indicator 2: Graduation & Dropout Rates
4-Year Graduation Rate

City HS 4-Yr Grad Rate (%)

- 2006: 0%
- 2007: 77%
- 2008: 75%
- 2009: 66%
- 2010: 81%
- 2011: 87%

City HS 4-Yr Grad Rate (%)
Graduation Rate Comparison

City HS 4-Yr Grad Rate (%)
Arizona Comparison
Declining Dropout Rate

The Dropout Rate is a 1-year snapshot.

ADE calculates a school’s Dropout Rate based on total student enrollment per year divided by # of students who leave the program and do not re-enroll elsewhere.
Dropout Rate Comparison

![Graph showing the comparison of City HS DO Rate and Arizona DO Rate from 2005 to 2011. The City HS DO Rate starts at 4.4 in 2005 and decreases to 0.5 in 2011. The Arizona DO Rate starts at 6.5 in 2006 and decreases to 2.8 in 2011.]
Positive Impacts on Grad and Dropout Rates

- Increased Administrative Understanding of State System
- Graduation Plans with Principal and Counselor
- Exit Meeting with All Withdrawing Students and Families
- Increased Role/FTE of Intervention Counselor
Indicator 3: College Readiness
Indicator 3: College Readiness

College Ready

College Aware
understands importance; sees it as an option

College Eligible
takes necessary courses for entrance

College Prepared
graduates w/ skills necessary for college

Equation developed by
D. Baker, 2005
Concept further defined/
developed by D.T.
Conley, 2007
## Indicators of College Readiness, Graduating Class of 2011 (45 students)

<table>
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<tr>
<th>Indicator</th>
<th>Percentage</th>
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<tr>
<td>Exceeded State Credit Requirement</td>
<td>100%</td>
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<tr>
<td>Passed Writing AIMS</td>
<td>100%</td>
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<tr>
<td>Passed Reading AIMS</td>
<td>100%</td>
</tr>
<tr>
<td>Completed Sr Internship</td>
<td>98%</td>
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<tr>
<td>Successful Senior Gateway Presentation</td>
<td>95%</td>
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<tr>
<td>Passed Math AIMS</td>
<td>93%</td>
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<tr>
<td>Graduating on time (or early)</td>
<td>89%</td>
</tr>
<tr>
<td>Admission to 2-yr and/or 4-yr Institution</td>
<td>80%</td>
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<tr>
<td>Attended City HS from 9th grade on</td>
<td>64%</td>
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Graduates’ Post-Secondary Plans

2007  2008  2009  2010  2011

- 2 Yr. College
- 4 Yr. College
- Other Post-2nd (incl. Armed Srvcs)
- No Post-2nd Plans

Percentages:
- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%
Strengthening Our College-Ready Culture: Continued Efforts, 2010-11

- Senior Seminar for All 12th Graders (5th year of this course)
  - Assignments included “Dream College Project”, presented to 11th grade audience
  - Class time and staff support for college investigation, essay writing and applications, financial aid research
  - Requirement that all seniors apply to at least 1 in-state and 1 out-of-state school

- Individual One-on-One College Counseling with Each Senior
  - Retired high school counselor provided service in Fall 2010 (volunteer basis)
  - Principal followed up in January 2011

- All 11th Graders Take PSA in Fall; Encouraged to Take SATs in Spring

- College and Career Goals Incorporated into Roundtables, Gateways
Strengthening Our College-Ready Culture: Additional Plans for 2011-2012

Increased Role and FTE of Counselor to Include College Planning

- Centrally located college resource center in upstairs admin area near Counselor Office
- College attendance map representing City High School alumni 07-11, staff and board

Continuous Improvement of Senior Seminar

- Senior Seminar staff to include Teacher, Internship Coordinator, Counselor
- Curriculum project to include students interviewing staff about college education

Encouraging Earlier College and Career Goals, 2011-12:

- All 10th graders take PSAT (in addition to 11th graders)
- College Planning Night focused on Division I families
- Tucson College Night at TCC becomes required evening event for 11th graders
- Multi-day field trip (ASU, NAU, Prescott) moved even earlier: junior fall
- College representative presentations available to all students during advisory time

Areas in Need of Further Discussion/Action:

- Role of Gateways in Planning for Post-Secondary Goals
- Arizona Dept of Education ECAP Requirement
- Clear outline for staff, families, etc. of career and college planning activities, 9-12
Indicator 4: Staff Retention
Staff Trends: 7 Years In and Significant # of Founding Staff

- # of Staff Who Started 1st or 2nd Year of School (total of 12)
- # of Staff Who Started 3rd Year or Later (total of 10)
The First & Second Year Veterans

- Amy!
- Brett!
- Carrie!
- Ed!
- Elliott!
- Eve!
- Jeff!
- John!
- Lynn!
- Mary Helen!
- Molly!
- Sarah!

THANK YOU, TEAM!!
Staff Trends: Math Teacher Retention

- Average Length of Employment: All Staff, 2004-2011
  - 3.6

- Avg Length of Employment: Math Teachers Only
  - (includes JH, KQ only for the # of years they were classroom math teachers)
  - 2.57
Staff Survey Overview

- Conducted May-June 2011
- On-line format through Survey Monkey
- Survey questions modeled after annual student and parent climate surveys; organized around school’s 6 goals
- 23 participants total completed the survey; this number includes former teachers, electives instructors, and Voices staff
- Results reported here: 16 participants total (filtered out former staff and outside instructors)
- 10 identifying as primarily teacher; 6 identifying as administrative staff
Staff Survey Highlights: Numbers

**WARM Feedback**
- I have satisfactory autonomy, sense of agency and ownership: 94% Agree
- I am treated fairly by my colleagues: 100% Agree
- Administrative staff are responsive to my needs and requests: 100% Agree
- I work at a mission-focused organization: 100% Agree
- I feel I am “free to be me”: 100% Agree
- I am encouraged to set and achieve professional goals each year: 100% Agree

**COOL Feedback**
- I receive sufficient support for my level of experience: 19% Disagree
- I have the technology resources I need to engage students in a challenging curriculum: 53% Disagree
- Communication is effective, timely, informative: 27% Disagree
- I feel successful in my job: 19% Disagree
- New schedule enhanced integration of place-based learning: 31% Agree; 31% Disagree; 38% DK or N/A
- School finances are managed prudently: 56% Agree; 0% Disagree; 44% DK or N/A
Staff Survey Highlights: Comments

**WARM Feedback**

One element of our workplace that you find highly commendable and worth preserving:

- I appreciate the lack of politics and the genuine interest of all staff to educate our students.
- Staff camaraderie and ability to work together as a team.
- The efforts to continually improve upon current practices is amazing.
- The mission is inspiring.

**COOL Feedback**

One element of our workplace that you find most challenging and in need of change:

- Too many balls in the air ALL the time.
- Focusing on fewer projects and doing them better.
- Salary and communication around salaries.
- Timely communication of administrative information.
## Feedback on School-wide Plan

**Items receiving 1 or more ratings of “x-positive impact”**

- Exploration of postsecondary options, incl. college tour
- Internship program
- Reading/Writing Support class
- Website for parent outreach
- Parents in rdtables/gateways
- Family Association and parent volunteerism
- Strong camaraderie of working in a mission-focused school
- Professional development program / CFG

**Items receiving 1 or more ratings of “negligible impact”**

- Advisory Portfolios
- Office Hours
- Algebra Support classes
- AIMS tutoring
- Honors
- CLC Family Nights
- Outreach to low-income families
- Competitive salaries and benefit package
- Whole staff meetings

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Data collected from 10 rubrics returned; 18 staff participated in feedback session.
This section is based on audited financial data from FY2011 and FY2010.
TSSP Expenses by Category FY11

- Salaries: 43%
- Benefits: 11%
- Admin Fees: 10%
- Facility-Related Expenses incl. Depreciation: 21%
- Contracted Instruction: 8%
- Supplies: 3%
- Other: 4%
- Student Travel: 2%
- School Lunch: 2%
- Professional Dev: 0%
TSSP Revenue by Category FY11

- State Equalization: 72%
- Entitlement & Competitive Grants: 16%
- Other Income: 5%
- Tax Credits: 4%
- Prop 301/202: 3%

Total: 100%
Per Pupil Funding Analysis, FY2011

- Annual CHS Program Costs Per Student: $10,113
- Annual AZ State Revenue Per Student (does not include state entitlement grants or state competitive grants): $7,424

Based on audited FY2011 figures; includes depreciation costs as part of calculation.
What Makes Up the $2,689 Gap Between Per Pupil AZ State Funds & Per Pupil CHS Program Costs?

Based on audited FY2011 figures; includes depreciation costs as part of calculation.
Competitive Grants for TSSP Programs

Total: $200K
Smallest: $500
Largest: $108K

1. 21st CCLC
2. ACA GOS
3. City of Tucson
4. ACA Artists
5. Borton Elem
6. Learn/Srv1
7. Learn/Srv2
8. Qwest AZTEA
9. Target Travel
10. TPAC-Kresge
11. State Farm1
12. State Farm2
13. Character Ed
14. SRI/CFG

$31,625
$6,200
$5,000
$107,995

- CHS Place-Based/Service Learning
- CHS Student Life
- TSSP Outreach
- Voices/Extended Day (CLC)