City High School Annual Report
School Year 2011-2012 / Fiscal Year 2012

Carrie Brennan, Executive Director
Presented to various audiences of school community in August 2012
Posted to City High School website in December 2012
City High School Mission

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 Original Goals
Established in School Charter 2003

- Personalization
- Diversity
- Challenging Academic Curriculum
- Community Connections
- Student Leadership
- Institutional Advancement
Performance Indicators
established by City High School’s Board of Directors

1. Academic Foundations
2. College Readiness
3. Enrollment
4. Financial Health
5. Staff Morale
Goal 1: Academic Foundations

- State Ranking System for Arizona Schools
- AIMS Results and Related Intervention Efforts
- Update on Graduation Rate and Dropout Rate Trends
<table>
<thead>
<tr>
<th>Year</th>
<th>State Ranking: AZ Learns</th>
<th>Federal Status: Annual Yearly Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Performing</td>
<td>Yes – Made AYP</td>
</tr>
<tr>
<td>2006</td>
<td>Highly Performing</td>
<td>No – Did not make AYP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* due to percent tested</td>
</tr>
<tr>
<td>2007</td>
<td>Highly Performing</td>
<td>Yes – Made AYP</td>
</tr>
<tr>
<td>2008</td>
<td>Highly Performing</td>
<td>Yes – Made AYP</td>
</tr>
<tr>
<td>2009</td>
<td>Highly Performing</td>
<td>Yes – Made AYP</td>
</tr>
<tr>
<td>2010</td>
<td>Performing</td>
<td>No – Did not make AYP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* due to graduation rate</td>
</tr>
<tr>
<td>2011</td>
<td><strong>B</strong></td>
<td>No – Did not make AYP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* due to AIMS math trends</td>
</tr>
<tr>
<td>2012</td>
<td><strong>B</strong></td>
<td>No longer relevant; Arizona has received federal waiver to not participate.</td>
</tr>
</tbody>
</table>
City High School AIMS in Relation to Statewide Average: Reading

AZ HS Reading

10th Grade City High School
Reading Interventions, 2011-2013
Goal: Increased Literacy

Intervention Structures / Opportunities

- Reading & Writing Elective (2011-12 additional sections added)
- AIMS Tutoring (after school hours)
- Increased 1:1 tutoring during school day w/Reading Specialist

New Reading Specialist Position

- More precise reading evaluations and targeted instruction

Impact: What Does the Data Tell Us?

Galileo Benchmark Assessments: Pilot Year

- 2011-2012 Used primarily as a diagnostic for school-wide interventions
- 2012-2013 Becomes more of an instructional tool used at classroom level
City High School AIMS in Relation to Statewide Average: Math

![Graph showing the comparison between City High School AIMS scores in Math and the statewide average from 2006 to 2012. The graph plots the scores for each year, with the statewide average indicated by a light blue line and City High School's scores by a dark blue line. The scores show a general decline over the years.]
AIMS Math Interventions, 2011-13
Goal: Become Increasingly Proactive

Galileo Benchmark Assessments: Pilot Year

- 2011-2012 Used as a diagnostic for schoolwide interventions, e.g. moved 10th graders into Math Remediation Jan. 2012
- 2012-2013 Becomes more of an instructional tool – used at classroom level

Intervention Efforts / Opportunities

- Math Remediation elective (now intensively focused on AIMS prep)
- AIMS Tutoring (after school)
- Math Lab 2012-2013: elective class for Div 1 students ID’d using 8th grade AIMS, registration assessment, early school year performance
- Increase Classroom Level Support in 2012-2013 w/Support Staff Collaboration

Impact: What Does the Data Tell Us?
City High School 4-Year Graduation Rate

- Goal as stated in City High School’s charter: 90% or better graduation rate. We continue to make steady progress toward that goal.
- School ranking (Arizona’s A-F Accountability System) now uses 5-year graduation rate only.
5-Year Grad Rate in Relation to Statewide Average

- City HS 5-Yr Grad Rate (%)
- Arizona

Year Grad Rate (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>City HS 5-Yr Grad Rate</th>
<th>Arizona Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>25</td>
<td>72</td>
</tr>
<tr>
<td>2007</td>
<td>83</td>
<td>77</td>
</tr>
<tr>
<td>2008</td>
<td>85</td>
<td>79</td>
</tr>
<tr>
<td>2009</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>2010</td>
<td>95</td>
<td>82</td>
</tr>
<tr>
<td>2011</td>
<td>89</td>
<td>81</td>
</tr>
</tbody>
</table>
Phase 1: Introduction

Phase 2: Project Description

Phase 3: Methodology

Phase 4: Data Analysis

Phase 5: Results Discussion

Phase 6: Conclusion

Appendix A: Supplementary Material

Appendix B: Additional Resources

References

Appendices

Appendix A: "Data Collection and Analysis" Section

Appendix B: "Experimental Design and Implementation" Section

Appendix C: "Final Report" Section

Appendix D: "Conclusion and Future Work" Section

Appendix E: "Acknowledgments" Section

Appendix F: "Authorship and Contributions" Section

Appendix G: "Conflicts of Interest" Section

Appendix H: "Ethical Approval" Section

Appendix I: "Data Sharing Statement" Section

Appendix J: "Conflict of Interest" Section
Goal 2: College Readiness

- “College Readiness” Definition
- Class of 2012 Statistics
- Pima Community College Pilot
Indicator 3: College Readiness

College Ready

College Eligible: takes necessary courses for entrance

College Aware: understands importance; sees it as an option

College Prepared: graduates w/skills necessary for college

Equation developed by D. Baker, 2005
Concept further defined/developed by D.T. Conley, 2007
Graduates’ Post-Secondary Plans

<table>
<thead>
<tr>
<th>Year</th>
<th>No Post-2nd Plans</th>
<th>Other Post-2nd (incl. Armed Srvcs)</th>
<th>4 Yr. College</th>
<th>2 Yr. College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>37</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>33</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>2009</td>
<td>18</td>
<td>22</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>2010</td>
<td>21</td>
<td>9</td>
<td>47</td>
<td>9</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>5</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>5</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>
### Pima Community College Pilot

#### PURPOSE / GOALS
- Strengthen college ready culture
- Attract and retain academically ambitious students
- Have viable “early college” alternative to AP classes
- Graduates leave City HS with college credits earned

#### IMPLEMENTATION PROGRESS
- 10-15 have taken Pima assessment
- 2-3 set to go for Fall 2012
- Goal: 5+ students for 1st semester
- Incorporated into 2012-13 budget and development plan
- Sept 2012 - TSSP Board to consider an intergovernmental agreement (IGA) with Pima
- IGA would allow for further development of early college program: some Division 2 classes become Pima credit earning courses
Goal 3: Enrollment

- Updates on Enrollment and Attendance Trends
- Extended Day Participation
Enrollment Trends, 2004-2012

- Arizona Dept of Education pays schools based on ADM or Average Daily Membership. The most important enrollment # is the average enrollment figure from the 1st to the 100th day of the school year, referred to as the “100 Day Count.”
City High School Attendance

- State penalty when attendance rate goes below 92.2%; consequence is for ADE to “adjust” ADM, or Average Daily Membership.
- City High School’s attendance rate hit an all-time high of 96% in 2011-12 and was well within the ADE acceptable range for a fourth year in a row.
Extended Day Participation: Year 2
21st Century Community Learning Center Grant

- **Goal for 2011-2012**: Serve 200 youth.

- **Outcome**: Served 195 unduplicated youth.
  - 19 students participated in 90+ days of programming
  - 33 students participated in 60+ days of programming
  - 67 students participated in 30+ days of programming
  - 20 students participated in 20+ days of programming
  - 28 students participated in 10+ days of programming

- **Expectation for CLC grant**: 60+ students will participate in 30+ days of extended day activities.

- **Outcome**: 119 students participated in 30+ days!
Goal 4: Financial Health

- Audit Highlights Fiscal Year 2012
- Sustainability Goals
  - Facility Purchase
  - Outreach Center
- New Budget Process
### Audit Highlights Fiscal Year 2012

#### Revenues

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<th>Amount</th>
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<tr>
<td>State Equalization</td>
<td>1,353,877</td>
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<tr>
<td>Federal Revenue</td>
<td>234,597</td>
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<tr>
<td>AZ Tax Credit</td>
<td>80,124</td>
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<tr>
<td>Classroom Site Fund</td>
<td>59,853</td>
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<tr>
<td>Fundraising/Contrib.</td>
<td>33,947</td>
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<td>Local Gov’t Grants</td>
<td>32,172</td>
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<tr>
<td>TSSP Consulting</td>
<td>24,240</td>
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<tr>
<td>Other Revenues</td>
<td>23,223</td>
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<tr>
<td>Other State Rev.</td>
<td>20,580</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>1,862,613</strong></td>
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#### Expenses

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>1,031,488</td>
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<tr>
<td>Facility Lease &amp; Related Exp.</td>
<td>281,853</td>
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<td>Depreciation Expense</td>
<td>160,945</td>
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<tr>
<td>Contracted Instruction</td>
<td>113,355</td>
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<td>Student Travel</td>
<td>63,889</td>
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<tr>
<td>Administrative Expenses</td>
<td>65,419</td>
</tr>
<tr>
<td>Other Contracted &amp; Prof. Svcs</td>
<td>58,009</td>
</tr>
<tr>
<td>Instructional/Tech Supplies</td>
<td>48,203</td>
</tr>
<tr>
<td>Food Service</td>
<td>42,203</td>
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<tr>
<td>Interest Expense</td>
<td>36,711</td>
</tr>
<tr>
<td>Other Items &lt;$10,000</td>
<td>46,597</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>1,948,672</strong></td>
</tr>
</tbody>
</table>

Net income was not positive due to depreciation expense which is based on an accelerated schedule. However, the organization continued improving its overall financial health with positive cash flow and an improving balance sheet.
Sustainability Goal: Facility Purchase

Sustainability Goal

- Improve cash flow and operating budget
- Decrease monthly costs for building (rent and loan payments)
- Build equity as an organization

Progress w/Purchase

- Waiting on financing to line up
- Postponed façade renovation on Shoe City with goal to complete the building purchase first
Sustainability Goal: Outreach Center as Revenue Source

- Outreach Center 2010-2012 – Investment in part-time position of Director of Outreach Center

- Revenue on services netted approximately $15K (net) during FY 2011-2012

- Opportunity to showcase City High School’s best practices, including CFGs

- Hope to involve more staff – provide professional growth opportunity for teaching staff
Budget Planning Process

Increasing Transparency and Collaboration

- Board Finance Committee
- Executive & Business Directors
- School Leadership Team
- City HS Program Directors
Goal 5: Staff Morale

- Staff Retention Data
- Annual Survey Results
- School Leadership Team
Strong Staff Retention: Increasing Depth of Experience at City High School

- 70% of the City High School staff were in their 5th year (or more) during the 2011-2012 school year.

- In 2012-2013, that percentage jumps to 87%!

- While we are losing two long-time staff members in 2012-2013, we will be adding 4 to the “fifth year” list.

Go, “Fifth Year Plus” Team!
- Blair
- Brennan
- Bromer
- Goble
- Hartman
- Lax
- Marrano
- Moyer
- Newman
- Niles
- Richelson
- Rifkin
- Rude
- Schneuker
- Valdez
- Wolfe

Added to the roster in 2012-2013, will be:
- Moore
- Quillen
- Schnarr
- Valanidas
Staff Survey Highlights: Areas of Strength

WARM Feedback Items from 2011: Still Consensus?

- I have satisfactory autonomy; I have a sense of agency/ownership:
  - in 2011 94% Agree  \textbf{in 2012 95% Agree}

- I am treated fairly by my colleagues:
  - in 2011 100% Agree  \textbf{in 2012 100% Agree}

- Administrative staff are responsive to my needs and requests:
  - in 100% Agree \textbf{in 2012 100% Agree}

- I work at a mission-focused organization:
  - in 2011 100% Agree \textbf{in 2012 93% Agree}

- I am encouraged to set and achieve annual professional goals
  - In 2011 100% Agree \textbf{in 2012 92% Agree}
Staff Survey Highlights: Areas of Concern

COOL Feedback Items from 2011 – Signs of Improvement

- I receive sufficient support for my level:
  - in 2011 19% Disagree  **in 2012 10% Disagree**

- I have the tech resources I need to teach a challenging curriculum:
  - in 2011 53% Disagree  **in 2012 41% Disagree**

- Communication is effective, timely, informative; I get the updates I need to do my job:
  - in 2011 27% Disagree  **in 2012 20% Disagree**

- I feel successful in my job:
  - in 2011 19% Disagree  **in 2012 5% Disagree**

- I am integrating place-based experiences into my curriculum:
  - [differently worded question in 2011]  **in 2012: 0% Disagree**

- School finances are managed prudently:
  - in 2011 0% Disagree but 44% Don’t Know  **in 2012 7% Disagree and 13% DK**
School Leadership Team

Representative Staff Body as Outlined in Charter

- Piloted in 2009-2010; Reinstated in 2011-2012
- Tackled major issues
  - Preparation for 5-year accreditation visit
  - Involved in budget planning process for FY2013
- Significant improvement in staff ratings in annual survey
  - Survey 2012: 89% Agree; 0% Disagree; 11% Don’t Know
  - Survey 2011: 47% Agree; 9% Disagree; 50% Don’t Know
- Goal for interaction with TSSP Board in 2012-2013
In Summary

1. Academic Foundations
   - New State Ranking System
   - AIMS Results & Interventions
   - Grad and Dropout Rates

2. College Readiness
   - Defining “College Ready”
   - Class of 2012 Statistics
   - Schoolwide Effort: Pima

3. Enrollment
   - Updates: 100-Day Count, Attendance
   - Extended Day Participation

4. Financial Health
   - Audit Results FY11
   - Sustainability Goal: Facility Ownership
   - Sustainability Goal: Outreach Center
   - New Budget Process

5. Staff Morale
   - Staff Retention
   - Staff Survey Results
   - School Leadership Team
Other Points of Discussion

- Reflections on the Annual Report, Data Collection, and Connection to School Goals
- Update: Planning with Paulo Freire Freedom School
# Board’s 5 Indicators of Success in Relationship to 6 Charter Goals

<table>
<thead>
<tr>
<th>Success Indicators</th>
<th>Academic Foundations</th>
<th>College Readiness</th>
<th>Student Enrollment</th>
<th>Financial Health</th>
<th>Staff Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalization</td>
<td>X</td>
<td>*</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging Academics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>*</td>
<td>*</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Leadership</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* denotes secondary relationships

X denotes primary relationships
Reflections on Annual Report

+ The school’s founding charter goals of **Student Leadership** and **Community Connections** are not well represented in the Board’s 5 indicators of success; therefore, they are not being prioritized in the data collection and reporting.

+ What are ways we want to start measuring Student Leadership and Community Connections? What **classroom level data** do we want to collect? What additional school-wide data should we start collecting and reporting on? How do our **Habits of Heart & Mind** fit into it all?
Long-Term Planning w/Paulo Freire Freedom School

**PROGRESS 2011-2012**
- Hiatus during fall semester due to delays with facility purchase and other logistics
- Spring Symposium collaboration March 2012
- Two staff visits/exchanges in April 2012
- Future protocol with staff from both schools June 2012
- Leadership retreat July 2012

**GOALS for 2012-2013**
- Build on momentum and direction provided by future protocol participants
- Establish 4 planning committees to meet monthly
- New proposal: Paulo Freire Freedom School opens “PFFS-Downtown” in Shoe City; continue to run original school “PFFS-University”
- Apply for AzCSIP funds from ADE
- Potential collaboration with Wildcat School as well
Thank You!
& Time for Q & A