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
5 Indicators of School Success
identified by City High School Board of Directors

1. Academic Foundations / Arizona’s A-F Accountability System
2. College Readiness
3. Enrollment
4. Financial Health
5. Staff Morale
## Board’s 5 Indicators of Success in Relationship to 6 Charter Goals

<table>
<thead>
<tr>
<th>Success Indicators ➔</th>
<th>Academic Foundations / AZ State’s A-F System</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>
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<tr>
<td>Diversity</td>
<td>*</td>
<td>*</td>
<td>X</td>
<td></td>
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<tr>
<td>Student Leadership</td>
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<td>X</td>
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<tr>
<td>Community Connections</td>
<td></td>
<td>X</td>
<td></td>
<td>*</td>
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<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
Goal 1: Academic Foundations / Arizona’s A-F Accountability System

- Annual School Rating
- Components of Rating System
  - AIMS Test Results
  - Graduation Rate
  - Dropout Rate
- City High School Academic Intervention Program (AIP)
- Data on AIMS Intervention Efforts
City High School’s Rating on the Arizona Dept. of Education (ADE) Rating System:

<table>
<thead>
<tr>
<th>Year</th>
<th>AZ Learns (old system)</th>
<th>A-F Accountability (new system)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Highly Performing</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Performing</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>
City High School AIMS in Relation to Statewide Average: Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>City High School</th>
<th>Statewide Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2010</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>2011</td>
<td>80</td>
<td>77</td>
</tr>
<tr>
<td>2012</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td>2013</td>
<td>75</td>
<td>84</td>
</tr>
</tbody>
</table>

Graph showing the trends from 2009 to 2013.
City High School AIMS in Relation to Statewide Average: Math
5-Year Graduation Rate: A Core Component of State Accountability
Dropout Rate: A Core Component of State Accountability

2009 2010 2011 2012 2013
City HS Arizona

2.9 2.8 2.9 3.6 1.6
0.5 3.5

4 5
CHS Academic Intervention Program

Mandatory Participation for Students

First full year 2012-2013; centralized approach with “maestro” role

- Office Hours
  - Moved to a morning and afternoon approach with teacher choice
  - Opted to not make office hours an administrative mandate for individual st’s

- AIMS Tutoring
  - Incorporated into comprehensive academic intervention with AIP
  - AIMS Tutoring Coordinator with data focus

- Academic Tutoring
  - Outside math/science and humanities tutors
  - Funded by 21st CCLC grant
  - Focus on academic support in City High classes

- Expanded Intervention Team
  - Identified and tracked at-risk factors for all students
  - Included AIMS Testing and Tutoring Coordinators
  - Oversaw AIP Program
Reading/Writing Interventions: Results {Reading/Writing Support Class}

Growth Rate  Passing Rate

<table>
<thead>
<tr>
<th>Cohort 2015 Writing</th>
<th>15%</th>
<th>18%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 2014 Writing</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Cohort 2013 Writing</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Cohort 2015 Reading</td>
<td>36%</td>
<td>27%</td>
</tr>
<tr>
<td>Cohort 2014 Reading</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Cohort 2013 Reading</td>
<td>0%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Note: While none of the 12th graders (class of 2013) receiving interventions passed Reading, all were exempt due to their IEP (special education) status.
Reading/Writing Interventions: Results {AIMS Tutoring}

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Growth Rate</th>
<th>Passing Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Writing</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>2014 Writing</td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>2013 Writing</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>2015 Reading</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>2014 Reading</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>2013 Reading</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: While none of the 12th graders (class of 2013) receiving interventions passed Reading, all were exempt due to their IEP (special education) status.
Math Interventions: Results
{Math Remediation & Math Lab Electives}

- **Cohort 2015**
  - Growth Rate: 66%
  - Passing Rate: 50%

- **Cohort 2014**
  - Growth Rate: 90%
  - Passing Rate: 45%

- **Cohort 2013**
  - Growth Rate: 100%
  - Passing Rate: 50%
Math Interventions: Results
{AIMS Tutoring}

Growth Rate  Passing Rate

Cohort 2014
- Growth Rate: 85%
- Passing Rate: 71%

Cohort 2013
- Growth Rate: 50%
- Passing Rate: 25%
Goal 2: College Readiness

- College Readiness Indicators & Post-Secondary Plans
- Pima Community College Pilot
- Related Data on Charter Goals of Student Leadership & Community Connections
Indicator 3: College Readiness

College Ready

College Eligible: takes necessary courses for entrance

College Prepared: graduates w/ skills necessary for college

College Aware: understands importance; sees it as an option

Equation developed by D. Baker, 2005
Concept further defined/developed by D.T. Conley, 2007
College Eligible: takes necessary courses and tests for university entrance

- Took ACTs or SATs: 41%, 92%, 97%
- Exceeded AZ credit req's: 59%, 100%,
- Graduating in 4 yrs: 92%, 89%, 93%
- Passed Math AIMS (or exempt): 91%, 87%, 91%

Class of 2011: 41%, 100%, 89%, 93%
Class of 2012: 92%, 92%, 91%
Class of 2013: 97%, 87%, 91%
College Aware: understands the importance of college; sees it as an option
College Prepared: graduates with the skills necessary for college

- Completed sr. internship: Class of 2011: 98%, Class of 2012: 81%, Class of 2013: 96%
- Successful gateway: Class of 2011: 95%, Class of 2012: 86%, Class of 2013: 89%
- Accepted to 4-year university: Class of 2011: 49%, Class of 2012: 43%, Class of 2013: 45%
- Received scholarship funds: Class of 2011: 30%, Class of 2012: 35%, Class of 2013: 35%
- Headed to 2-yr or 4-yr institution: Class of 2011: 80%, Class of 2012: 78%, Class of 2013: 70%
Pima Community College Pilot, Launched 2012-2013

PURPOSE / GOALS

- Strengthen college ready culture
- Have viable “early college” alternative to AP classes
- Provide a head start on college education for 1st generation college students
- Attract and retain academically ambitious students
- Students have opportunity to graduate from City HS with college credits earned
## Pima Community College Pilot: Progress & Next Steps

### YEAR 1: 2012-2013
- 28 students (mostly class of 2013) took the Pima assessments to be eligible for the College Now Scholarship (May 2012)
- 17 of those students enrolled in a Pima class during the 2012-2013 school year
- 13 successfully earned 3 or more credits at Pima Community College
- 91% of the class of 2014 completed the Pima assessments in the late spring of their junior year (May 2013)
- 12 rising seniors (class of 2014) enrolled in a Pima class for fall semester 2013

### PLANS for 2013-2014 & FUTURE
- Implement an on-line application for City High School’s “College Now” scholarship.
- Create and implement a support system for the College Now Scholars.
- New staff position: Director of College & Career Readiness (City High School Co-Founder Eve Rifkin)
- Establish “college and career readiness” as focus area for Community Advisory Council 2013-2014
- Formalize the agreement (stipulations) for students and parents regarding the College Now Scholarship.
- Secure funding so that the College Now scholarship program can continue.
Pima Community College Pilot: Student Experiences & Reflections

Summary of Experiences

- College classes are a lot of work!
- The experience of taking college classes is a worthwhile investment of time and effort.
- Online courses are more challenging to be successful in.
- Ongoing support from City High School staff is important to student success.
- Communication with professors is really important and not always easy to establish.

Student Reflections – Sample Quotes

- “[The experience] convinced me that going to a 4-year college is what I want to do.”
- “I realize how much work it is going to take for me to become a vet.”
- “Taking Pima classes is very good for high school students. It broadens them to the academic world outside of high school … It proves that we can be challenged and will accept that challenge.”
- “I feel like I’m more ready for college and real life!”
Goal of Student Leadership: Student Survey Results (Grades 9-12)

Rating system is on a 6-point scale:
1=strongly disagree; 6=strongly agree
Goal of Community Connections: Student Survey Results (Grades 9-12)

Field trips added to my learning
Experiences @ CHS helped me develop career ideas
My classes helped me connect to the community

Rating system is on a 6-point scale:
1=strongly disagree; 6=strongly agree
Goal of Community Connections: Focus on Internship Program

My internship was a valuable real world learning experience (12th grade only)
I have an idea for my internship (9th-11th)

Rating system is on a 6-point scale: 1=strongly disagree; 6=strongly agree
Goal 3: Enrollment

- 100-Day Count
- Enrollment Trends
- Retention Rates
- Lessons Learned
Enrollment Trends

Negative impacts resulting in decreased enrollment:
• Special education program capacity implemented for 2012-2013 school year.
• No D policy implemented for 2011-2012 school year.

Efforts to increase enrollment:
• Promotion of college preparatory emphasis, including College Now Scholarships.
• Continued outreach to feeder middle schools.
• Family connections (many sibling and cousin groups now enrolled).
Enrollment: Comings & Goings

**Total # Enrolled**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Enrolled</th>
<th>Mid-Yr Withdraws</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>209</td>
<td>47</td>
</tr>
<tr>
<td>2009-10</td>
<td>195</td>
<td>26</td>
</tr>
<tr>
<td>2010-11</td>
<td>203</td>
<td>32</td>
</tr>
<tr>
<td>2011-12</td>
<td>200</td>
<td>27</td>
</tr>
<tr>
<td>2012-13</td>
<td>186</td>
<td>31</td>
</tr>
</tbody>
</table>

**Annual Retention Rate:**
August to May

- 2009: 78%
- 2010: 87%
- 2011: 84%
- 2012: 87%
- 2013: 83%
Retention Rate including Summer Withdrawals

2010-11: 76%
2011-12: 75%
2012-13: 76%

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Student Retention and Enrollment: Lessons Learned

Ongoing Goal

• Continue to strengthen our enrollment process to make stronger match between student/family intentions and school program.

Areas of Improvement in 2012-2013

• Increased student participation and parent understanding of academic intervention opportunities.
• Stricter enforcement of registration guidelines including producing transcripts for transfer students.
Goal 4: Financial Health

- Audit Highlights Fiscal Year 2013
- Budget Process
- Sustainability Goals
  - Facility Purchase
  - Outreach Center
  - PFFS Partnership
### Audit Highlights Fiscal Year 2013

#### Revenues

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>State Equalization</td>
<td>1,262,216</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>250,408</td>
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<tr>
<td>AZ Tax Credit</td>
<td>61,350</td>
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<td>Fundraising/Contrib.</td>
<td>22,465</td>
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<tr>
<td>State &amp; Local Gov’t Grants</td>
<td>77,873</td>
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<tr>
<td>Other Revenues</td>
<td>51,760</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>1,726,072</strong></td>
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#### Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>1,053,724</td>
</tr>
<tr>
<td>Facility Lease &amp; Related Exp.</td>
<td>293,277</td>
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<tr>
<td>Depreciation Expense</td>
<td>83,131</td>
</tr>
<tr>
<td>Contracted Instruction</td>
<td>127,599</td>
</tr>
<tr>
<td>Student Travel</td>
<td>32,902</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>55,279</td>
</tr>
<tr>
<td>Other Contracted &amp; Prof. Svcs</td>
<td>24,155</td>
</tr>
<tr>
<td>Instructional/Tech Supplies</td>
<td>51,032</td>
</tr>
<tr>
<td>Food Service</td>
<td>38,046</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>23,683</td>
</tr>
<tr>
<td>Other Items &lt;$10,000</td>
<td>8,492</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,791,320</strong></td>
</tr>
</tbody>
</table>

Net income was not positive due to lower than expected enrollment. However, the organization continued improving its overall financial health with positive cash flow and an improving balance sheet.
Budget Planning Process
Continued with Transparency and Collaboration

- Board Finance Committee
- School Leadership Team
- Business & Executive Offices
- CHS Program Directors

+ [Image of diagram]
Sustainability Goal: Purchase of Cele Peterson & Shoe City Buildings

Purchase Timeline

- October 2012 setback with sale
- November 2012-June 2013 resumed negotiations and financing scenarios
- Purchase completed Aug. 2013
- Tucson Downtown Partnership façade renovation grant for Shoe City still available
- Goal of façade renovation project to take place Fall 2013
Sustainability Goal: Re-Branding of CITY HIGH SCHOOL Outreach Center

- Clarity around central role of City High School in Outreach Center

- Hosted Spring Symposium and Summer CFG Institute on site at CHS

- Partnered w/Community Works Institute for Spring Symposium; theme of place-based learning

- Presented at national Camp Snowball conference: Full STEAM Ahead 2013

- Showcased City High School’s best practices at local annual events:
  - Chamber of Commerce Education Luncheon, K12 Center’s Leadership Institute, Pima Co. FAIR
Sustainability Goal: Partnership with Paulo Freire Freedom School

Partnership Highlights, 2012-2013

- Monthly collaboration of schools’ co-founders on strategic planning
- PFFS secured charter to open second school on City High campus: PFFS-Downtown
- PFFS awarded ADE grant for start-up funds for new middle school
- PFFS-Downtown Curriculum Design Team includes 4 CHS staff
- Expansion of CHS IT to expand infrastructure to host new school
- PFFS-Downtown to open Aug. 2014
Goal 5: Staff Morale

- Annual Staff Survey Results, Trends 2011-2013
- "Working Groups" – New Structure for Staff Input on School Improvement Efforts
Staff Survey Highlights: Areas of Strength

WARM Feedback Items from 2011: Still Consensus?

- I have satisfactory autonomy; I have a sense of agency/ownership:
  - AGREE: in 2011 94% in 2012 95% in 2013 100% Agree

- I am treated fairly by my colleagues:
  - AGREE: in 2011 100% in 2012 100% in 2013 100% Agree

- Administrative staff are responsive to my needs and requests:
  - AGREE: in 2011 100% in 2012 100% in 2013 100% Agree

- I work at a mission-focused organization:
  - AGREE: in 2011 100% in 2012 93% in 2013 100% Agree

- I am encouraged to set and achieve annual professional goals
  - AGREE: in 2011 100% in 2012 92% in 2013 89% Agree
Staff Survey Highlights: Areas of Concern

**COOL Feedback Items from 2011 – Signs of Improvement?**

- I receive sufficient support for my level:
  - **DISAGREE:** in 2011 19%   in 2012 10%   **in 2013 0% Disagree**

- I have the tech resources I need to teach a challenging curriculum:
  - **DISAGREE:** in 2011 53%   in 2012 41%   **in 2013 33% Disagree**

- Communication is effective, timely; I get the updates I need to do my job:
  - **DISAGREE:** in 2011 27%   in 2012 20%   **in 2013 50% Disagree**

- I feel successful in my job:
  - **DISAGREE:** in 2011 19%   in 2012 5%   **in 2013 0% Disagree**

- School finances are managed prudently:
  - in 2011 0% Disagree and 44% Don’t Know
  - in 2012 7% Disagree and 13% Don’t Know
  - **in 2013 0% Disagree and 0% Don’t Know**
### Working Groups: New Structure for School Improvement Process

#### Working Group Topics
- Student Enrollment & Orientation
- Student Discipline & School Culture
- Staff Morale
- Student Travel & Community Days
- College Readiness
- Academic Intervention

#### Structure
- Met 6 times between June 2012 and June 2013
- Specific admin staff person assigned to each group
- Rest of staff had autonomy to choose (and to rotate throughout the year)
- Notes posted on Google docs to share with all staff
- Original June 2012 groups reconvened 12 months later to assess progress and set new goals
Thank You!
& Time for Q & A