2015 Annual Report for City High School

Presented to the CITY Center for Collaborative Learning Board of Directors 10-1-15
Posted to City High School website 3-1-16
Carrie Brennan, Executive Director
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 Charter Goals
Established in 2003; revised in strategic plan in 2009

- **Personalization**
  - Students are known well and have opportunities to direct their own learning. Adults provide individual support and partner with families to ensure academic and social success for all students.

- **Challenging Academic Curriculum**
  - Students engage in learning experiences that require them to practice critical thinking and study habits, and to demonstrate mastery of knowledge and skills. The academic program prepares students for college, career, and life-long learning.

- **Community Connections**
  - Students and staff engage with Tucson, the Southwest, and the border region to become active and responsible citizens. This is accomplished through place-based and service learning, internships, and community partnerships.

- **Student Leadership**
  - Students develop the skills and confidence to take responsibility for their actions and initiate efforts to improve the school and community. Students have multiple opportunities to participate in school-wide initiatives and decisions.

- **Diversity**
  - The school brings together and retains a diverse population of students and staff; diverse identities and points of view are recognized and respected; and, the curriculum reflects the varied cultural traditions of southern Arizona.

- **Institutional Advancement**
  - City High School is a financially robust and effectively managed institution. Allocation of resources - human, facilities, funding, time – is based on the collection and analysis of critical data and supports growth and innovation.
5 Indicators of School Success identified by Board of Directors in 2010

1. Arizona Letter Grade
2. College Readiness
3. Enrollment
4. Staff Retention
5. Financial Health
# Overlap between Indicators of Success and Charter Goals

<table>
<thead>
<tr>
<th>5 Success Indicators</th>
<th>Arizona Letter Grade</th>
<th>College Readiness</th>
<th>Student Enrollment</th>
<th>Staff Retention</th>
<th>Financial Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Charter Goals</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Personalization</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Challenging Academics</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Diversity</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Student Leadership</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Community Connections</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Institutional Advancement</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>
Goal 1: Arizona Letter Grade

- Annual School Ranking
- Annual AZ State Indicators
  - Annual Dropout Rate
  - Graduation Rates
  - AIMS Data (Prior Years)
- Student Life & Academic Teams
- AzMERIT Implementation
City High School’s Annual Ranking in the Arizona Accountability System(s)

<table>
<thead>
<tr>
<th>Year</th>
<th>AZ Learns (old system)</th>
<th>A-F Letter Grade (new system)</th>
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</thead>
<tbody>
<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>
<tr>
<td>2014</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Dropout Rate: Key Factor in School Letter Grade

City HS Dropout Rate (%)  Arizona Comparison

2007: 4.9, 3.6
2008: 3.1, 3.1
2009: 2.9, 2.9
2010: 2.6, 2.6
2011: 2.9, 2.9
2012: 1.0, 3.6
2013: 0.5, 3.5
2014: 0.5, 3.2
2015: 0.5, 3.5
5-Year Graduation Rate: Key Factor in School Letter Grade

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

- 2007: 77%
- 2008: 79%
- 2009: 81%
- 2010: 82%
- 2011: 81%
- 2012: 80%
- 2013: 79%

- 2007: 83%
- 2008: 85%
- 2009: 72%
- 2010: 95%
- 2011: 89%
- 2012: 93%
- 2013: 94%
City High School 4-Year Graduation Rate [by cohort]

- City High School consistently outperforms the state average for 4-year graduation rate; however, we are still striving to reach the 4-year grad rate goal established in the school’s charter of 90% or better.
- The ADE school ranking system included the 5-year grad rate only from 2011-2014 but there is a renewed focus on the 4-year grad rate. (See AZ School Report Cards, www.azreportcards.org)
- We recognize that a 5-year plan is best for some students, such as transfer students who arrive at City High School behind cohort or students whose IEPs include a longer course of study for success. We make these accommodations despite the negative impact on the school’s 4-year grad rate.
AIMS Reading Scores
[for historical reference only]

Arizona Comparison
City High School 10th Grade Passing Rate (%)
AIMS Writing Scores
[for historical reference only]
AIMS Math Scores
[for historical reference only]
Administrative Leadership Guiding Student Success & Interventions

<table>
<thead>
<tr>
<th>Student Life Team</th>
<th>Academic Intervention Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tracking all academic data: AIMS, grades, reading, etc.</td>
</tr>
<tr>
<td>Narrowed focus to concentrate on social, emotional, and behavioral concerns – with Particular focus on attendance</td>
<td>Responsible for connecting students with academic interventions as needed</td>
</tr>
<tr>
<td>Stewarded efforts to build positive school culture</td>
<td>Leadership: Principal with Data &amp; Testing Coordinator</td>
</tr>
<tr>
<td>Leadership: Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>

- This admin 2-team structure was instituted in Jan. 2014 and continued for the 2014-2015 school year to increase focus and efficiency.
- In 2015-16, intervention efforts will return to only 1 admin team – the Student Success Team – led by the principal. Goals: return to holistic view on student success and interventions; team serves as key structure for reporting, collaboration, and accountability for admin team.
New State Assessment: AzMERIT

Implementation Progress in 2014-2015

- City High School piloted the AzMERIT tests; new state-mandated assessment based on the AZ Standards for College & Career Readiness.

- End-of-year (EOY) tests were given for Math and English/Language Arts (ELA) for all students in grades 9, 10, 11.

- City High School administered the computer version of the tests. (Each test taker on own laptop using secure browser.)

- Teachers in the math/science and humanities departments completed the online test administrator certification and had experience administering one or more test sessions.

- Implementation leadership was provided by Mike Moore IT Director and Sarah Bromer Data & Testing Coordinator.

- As of Sept. 15, AzMERIT test results not distributed to schools.
Goal 2: College Readiness

- Overview of Cohort & Class of 2015
- College Readiness Indicators
- Trends on “First Generation”
- Program Highlights
  - ECAP Workshops
  - UA Honors College
  - College Now
- College & Career Prep: Student Perspectives from Annual Survey
Graduating Class of 2015

- Data in this section is reported focusing on the “Graduating Class” – profiling those students who were seniors and graduated in a given year.

- Other reporting category used by state reporting: Cohort
  - “Cohort” is comprised of the students who were originally (upon entrance to high school) expected to graduate in that given year.
  - Cohort vs Senior Class reporting categories usually explain discrepant data coming from varying sources.

- Overview for 2015
  - The total student count for the Cohort of 2015 was 30; 87% of the group were seniors in 2014-2015; 13% were on a 5-year plan and considered juniors.
  - The graduating class of 2015 included 30 total; 13% were cohort 2014 students on a 5-year plan and 87% were from cohort 2015.

  *(Note: It is a coincidence that the above 2 sets of percentages are the same for the cohort 2015 and grad class 2015.)*
Definition of “College Ready”

1. College Aware: understands importance; sees it as an option

2. College Eligible: takes necessary courses/steps for entrance

3. College Prepared: graduates w/ skills necessary for college

= College Ready

Equation developed by D. Baker, 2005
Concept further defined/developed by D.T. Conley, 2007
Indicators for #1: College Aware
Profile of those receiving a diploma in a given year...
Indicators for #2: College Eligible
Profile of those receiving a diploma in a given year...

- **Accepted to 4-yr institution**: 70% (2012), 60% (2013), 45% (2014), 30% (2015)
- **Credits exceed AZ grad req's**: 92% (2012), 89% (2013), 97% (2014), 83% (2015)
- **Headed to college/univ (2 or 4 yr)**: 78% (2012), 70% (2013), 71% (2014), 30% (2015)
- **Received scholarship funds**: 35% (2012), 34% (2013), 30% (2014), 30% (2015)
Indicators for #3: College Prepared
Profile of those receiving a diploma in a given year…

- 4 years @ CHS
- Completed internship
- GPA at/above 3.0
- Graduated in 4 years
- Passed Sr Gateway

<table>
<thead>
<tr>
<th></th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years @ CHS</td>
<td>64%</td>
<td>51%</td>
<td>98%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Completed internship</td>
<td>73%</td>
<td>81%</td>
<td>89%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>GPA at/above 3.0</td>
<td>77%</td>
<td>76%</td>
<td>87%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Graduated in 4 years</td>
<td>87%</td>
<td>85%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Passed Sr Gateway</td>
<td>97%</td>
<td>86%</td>
<td>89%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class of 2011
Class of 2012
Class of 2013
Class of 2014
Class of 2015
We define “first generation college bound,” to mean that neither parent holds a bachelor’s degree from a 4-year university. 37% of the Class of 2015 was first generation.
College & Career Readiness: Program Highlights

**ECAP Workshops**
- New program implemented in 2014-2015
- Workshops designed for specific age group
- 10th and 11th grades had 8 sessions each; 9th grade 7 sessions
- Connected to advisory program

**UA Honors College**
- New UA-City High School partnership in 2014-2015
- Peer-to-peer support for 11th and 12th grade students
- Undergraduate “buddies” provide info and insight about college experience and application process

**College Now**
- Donor-funded program since 2012 to provide scholarships to Pima Community College for division 2 students.
- Over 3 years, 28 students have earned 3 or more college credits in a range of subjects (e.g. calculus, anthropology, advanced biology)
The Student Perspective: College-Related Questions in Annual Climate Survey

Rating system is on a 6-point scale: 1=strongly disagree; 6=strongly agree
The Student Perspective: Career-Related Questions in Annual Climate Survey

My internship was a valuable real world experience (12th gr) 4.6 4.7 5.3 4.9
I have an idea for my internship (9th-11th) 4.6 4.6 5.1 4.7
Experiences at CHS help me think about careers 4.5 4.7 4.8 5.1 5.1
I met & learned from adults in the community 4.3 4.7 4.6 4.7 5.0 4.9

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

- Recruitment Efforts
- Enrollment
- Attendance Rates
- Retention Trends
- Efforts to Build Participatory School Culture:
  - Habits of Heart & Mind
  - Extended Day Participation
Ongoing Recruitment Efforts

- Focus on PFFS as feeder schools
  - Goal: seamless transition between schools and critical mass of PFFS middle schoolers choosing City
- Continued efforts: Drama performances at ZUZI, visits to Pennington St campus, Block Party collaboration, college presentations

- Emphasis on college preparatory component of City High School
  - Highlighting Eve’s role
  - Promoting College Now program

- Enrollment tours and monthly community to expand our reach
City High School's 100 Day Count

Capacity & Enrollment

• City High School has capacity for up to 50 students per grade level; maximum of 200 total.
• There is a capacity limit for Support Services to ensure a successful inclusion model.
• Waiting lists regularly exist for two or more grade levels (most common for 10th and 11th grades).
• Annual enrollment is impacted by both recruitment and retention.
• School facility at capacity with new middle school wing for Paulo Freire Freedom School-Downtown; 50 middle schoolers in FY15, projected # for FY16 is 75 students.
Attendance Rates

90.6 92.9 93.4 95.9 96.0 95.4 95.1 94.2


93% = lowest attendance rate allowed by AZ state

Data source: ADE ADMS 540-1 reports
Retention Trends: Mid-Year Withdrawals

Annual Retention Rate: August to May

<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>
<tr>
<td>2013-14</td>
<td>195</td>
<td>25</td>
</tr>
<tr>
<td>2014-15</td>
<td>190</td>
<td>20</td>
</tr>
</tbody>
</table>
Promoting Participatory School Culture: Weekly Habit of Heart & Mind Awards

In 2014-15 70% of the students received at least 1 HHM Award.

Students receiving HHM awards 2014-15

- 9th Gr: 33
- 10th Gr: 38
- 11th Gr: 38
- 12th Gr: 22

- Total # of awards
  - 2012: 33
  - 2013: 38
  - 2014: 38
  - 2015: 22

- Percentage of students receiving at least 1 HHM Award: 70%
Promoting Participatory School Culture: Voices Extended Day Program

Voices Participation, Years 1-5

- Over 55% of the student body participated in 30 or more days.
- 26% of student body participated in 50+ days of programming in Year 5.
- Participation rates remained robust despite decrease in funds (75% of original grant in Year 4, 50% in Year 5).
- Program seen as exemplary site and chosen for statewide grantee meeting.
- Very positive student feedback:
  - 92% report Voices participation makes them feel more connected to school
  - 80% report tutoring improved their grades and understanding of concepts.
Goal 4: Staff Retention

- Staff Morale & Feedback: Survey Trends 2011-2015
- Investment in Staff: Compensation & Recognition/Appreciation
- Staff Perspectives on Board Governance and Financial Leadership
## Staff Survey – Tracking Areas of Strength from 2011

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treated fairly by my colleagues</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>Admin staff responsive to my needs</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>Mission-focused organization</td>
<td>100% agree</td>
<td>93% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I had autonomy and a sense of agency</td>
<td>94% agree</td>
<td>95% agree</td>
<td>100% agree</td>
<td>100% agree</td>
<td>91% agree</td>
</tr>
<tr>
<td>Encouraged to set and achieve annual goals</td>
<td>100% agree</td>
<td>92% agree</td>
<td>89% agree</td>
<td>92% agree</td>
<td>89% agree</td>
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</table>
### Staff Survey – Tracking Areas of Concern from 2011

<table>
<thead>
<tr>
<th>Area</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>I received sufficient support for my level</td>
<td>81% agree</td>
<td>90% agree</td>
<td>100% agree</td>
<td>93% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I received sufficient recognition</td>
<td>87% agree</td>
<td>85% agree</td>
<td>100% agree</td>
<td>93% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I felt successful in my job</td>
<td>81% agree</td>
<td>95% agree</td>
<td>100% agree</td>
<td>86% agree</td>
<td>100% agree</td>
</tr>
<tr>
<td>I had the tech resources I needed</td>
<td>47% agree</td>
<td>59% agree</td>
<td>67% agree</td>
<td>100% agree</td>
<td>90% agree</td>
</tr>
<tr>
<td>Communication was effective and timely</td>
<td>73% agree</td>
<td>80% agree</td>
<td>50% agree</td>
<td>67% agree</td>
<td>70% agree</td>
</tr>
</tbody>
</table>
Investment in Staff: Compensation, Professionalism, Appreciation

**Budget Priority: Staff Raises**
- FY14 ended salary freeze trend
- Investment of $50K in FY15 budget for increased FTE and compensation
- Across-the-board salary increases of $500 for FY16

**Investment in Staff**
- New teacher laptops (Aug 2013)
- Overnight staff retreat (Aug 2014)
- Appreciation events: birthday desserts, lunches, holiday party
- Small gifts (Teacher Appreciation Week, New Years/Valentines, etc)
“The board of directors plays an important governance role.”

Staff impressions:

Source: annual staff survey
“There are sufficient efforts on the part of board and staff to secure necessary funding for the school.”

Staff impressions:

Source: annual staff survey
Goal 5: Financial Health

- Nonprofit Growth & Expansion
- CITY Center for Collaborative Learning
- Facility/Campus Capacity
- Technology Capacity and Integration
- Professional Development Center Activities and Revenue
- Annual Revenues & Expenses
Nonprofit Growth & Expansion: CITY Center for Collaborative Learning

- New corporate nonprofit entity/name
- Launch and major progress on 5-year strategic plan: CITY 2020
- Developed governance structure and budget model for expanded nonprofit
- Drafted Mission/Vision/Values/Practices
Nonprofit Growth & Expansion: Facility Upgrades, Increased Capacity

- Collaboration with UA CAPLA studio class leads to renovated alley
- Partner EPI invests in middle school renovations, Summers 2014 and 2015
- CHS and PFFS-D invest in ground floor upgrades and furniture purchases for increased capacity, Summers 2014 and 2015
Nonprofit Growth & Expansion: Technology Capacity & Integration

Purchase Highlights

- MacBook Pros for staff, Aug 2013
- Cart of 20 MacBook Pro for classrooms, Aug 2014
- 5 new iMacs for video/photo editing in art studio (total of 8 stations)
- 10 Chromebooks for 9th grade, Jan. 2015
- 50 Chromebooks for seniors, July 2015
- PFFS-Downtown – extensive grant-funded tech purchases for new school

Usage Statistics

- Google mail/apps: student use @ 100% (2014, 2015)
- PowerSchool
  - access @ 97% (89% in 2014)
  - 1/3 users accessing via mobile
- 100% daily usage of school computers and carts
Professional Development Center

- Led year-long school-based PLC trainings in Arizona
  - Phoenix – K12 Center
  - Civano M.S. – Vail

- Hosted SRI national conference
  - Attendees: 225
  - Arizona #s: 25

- Held annual Summer PLC/critical friendship training

- Net revenue for PD center in FY15 approx $11 K
Revenue by Category for Fiscal Year 2015
Total Revenue = $1.83M

- State Equalization: 74%
- Grants: 10%
- Miscellaneous Income: 8%
- Tax Credit Donations: 4%
- Prop 301 & 202: 4%
Expenses by Category Fiscal Year 2015
Total Expenses = $1.88M
Summary of Success Indicators

1. AZ Letter Grade
   - B Grade
   - Dropout and Grad Rates
   - Student Life & Academic Teams
   - AzMERIT

2. College Readiness
   - Senior Class/ Cohort 2015
   - College Readiness Indicators
   - Trends: 1st Generation
   - Program Highlights
   - Student Perspectives on CCR Efforts

3. Enrollment
   - Recruitment Efforts
   - 100 Day Count
   - Attendance Rates
   - Retention Data
   - Retention Efforts & School Culture

4. Staff Retention
   - Staff Morale: Survey Trends, 2011-2015
   - Investment in Staff
   - Perspectives on Board Governance and Financial Leadership

5. Financial Health
   - Nonprofit Growth & Expansion
   - Technology Capacity
   - PD Center Activities & Revenue
   - Annual Revenue & Expenses