



MEMORANDUM

Date: July 29, 2009
To: Principals/Directors of Schools Designated *Underperforming*
Superintendents of Districts with Underperforming Schools
From: John Black, Director of School Improvement, AZ LEARNS
Subject: **Important Deadlines and Responsibilities for Underperforming Schools**

The official notification to schools of their Underperforming achievement profile occurred July 29, 2009 via the Common Logon. Please refer to A.R.S. §15-241 (AZ LEARNS) <http://www.azleg.state.az.us/ars/15/00241.htm>, for specific responsibilities of a school designated as *Underperforming*. Key responsibilities include:

- **DISTRICT SCHOOLS:** Within thirty days of receiving notice of the designation, the governing board shall provide written notification of the classification to each residence within the attendance area of the school. The notice shall explain the improvement plan process and provide information regarding the public meeting at which the improvement plan will be presented. Within ninety days of receiving notice of the designation, the governing board shall develop an Arizona School Improvement Plan (ASIP), submit a copy of it to the Superintendent of Public Instruction, and supervise its implementation. Within thirty days after submitting the ASIP to the Superintendent of Public Instruction, the governing board shall hold a special public meeting in each school that has been designated as an *Underperforming* school and shall present the respective improvement plans that have been developed for each school.
 - **CHARTER SCHOOLS:** Within thirty days of receiving notice of the designation, the school shall notify the parents of the students attending the school of the classification. The notice shall explain the improvement plan process and provide information regarding the required public meeting to be held by the charter sponsor. Within ninety days of receiving the classification, the charter holder shall present an Arizona School Improvement Plan (ASIP) to the charter sponsor at a public meeting held by the sponsor and submit a copy of the ASIP to the Superintendent of Public Instruction.
 - Schools identified as *Underperforming* in 2008 are strongly encouraged to update their existing ASIP to meet current needs of the students and school.
 - **The Arizona School Improvement Plan (ASIP) is an online, web-based planning tool located within ADE's IDEAL web portal, <https://www.ideal.azed.gov>. Principals of Underperforming school must activate their IDEAL account in order to access the ASIP.**
- Please note enclosed special ASIP instructions for K-2 schools.

**The deadline for receipt by the Arizona Department of Education is
October 28, 2009
for those schools identified as Underperforming Year 1 under AZ LEARNS.**

A school designated as first year Underperforming that has not submitted an improvement plan is not eligible to receive monies from the classroom site fund established by ARS § 15-977 for every day that a plan has not been received by the Superintendent of Public Instruction plus an additional ninety days.

Questions regarding the ASIP may be directed to:

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ARIZONA SCHOOL IMPROVEMENT PLAN

ADDENDUM FOR K-2 SCHOOLS

What follows are modifications which will allow the online ASIP planning tool to meet the unique circumstances of K-2 schools.

In completing the schools assessment data, K-2 schools should use Terra Nova data found on the CTB 2007 Summary Report. Schools may also wish to include data from their reading assessment, i.e. The Dynamic Indicators of Basic Early Literary Skills (DIBELS), AIMS Web Curriculum Based Measurement Reading Assessment Program, The Texas Primary Reading Inventory (TPRI), or alternative assessment tool that meets the criteria. Additional information about Arizona's statewide reading initiative can be found at <http://www.ade.az.gov/azreads/>.

The School Needs Assessment is central to developing an ASIP that will truly serve as your road map to improved student achievement. The tool to be used for this evidence-based self-evaluation is Arizona's *Standards & Rubrics for School Improvement, 2005 Revised Edition*. In order to be productive, the process should include as many stakeholders as possible.

For K-2 Schools, the improvement goals will not relate to AIMS data. Instead, they should address the findings of the needs assessment, *Terra Nova* results, the school's adopted reading assessment, and any other available achievement data.