Taylion Virtual Academy

Charter Board
Narrative and Data

Taylion Virtual Academy is a 100% online, virtual school serving grades K-8, in which students are able to access their courses anywhere and anytime. Our mission is to deliver a high quality, interactive, virtual learning environment that is standards based, and enriched with 21st century skills. Our highly qualified, certified teachers work with students and parents as educational partners to design a personalized program of study that will offer the flexibility to reach individual goals outside the walls of a classroom environment. We strive to help students develop the character, confidence, and skills needed for success.

Curriculum. Instruction. Assessment

Taylion Virtual Academy utilizes the researched based; NovaNet (Pearson), for our core program for students grades 6-8. NovaNet curriculum is implemented to align with state standards, as evidenced by course guides, syllabi, and course outlines. We utilize NovaNet in our Learning Management system to support student growth and improve their understanding of the instructed concepts. Pacing guides are embedded in the syllabi to allow for teacher accommodations based on student need and achievement.

Taylion Virtual Academy utilizes the researched based, Florida Virtual Global Curriculum for students who need a more rigorous curriculum. Florida Virtual Global Schools, (FLVGS) curriculum is implemented to align with state standards, as evidenced by course guides, syllabi, and course outlines. We utilize FLVGS in our Learning Management system to support student growth and improve their understanding of the instructed concepts. FLVGS enables Taylion to offer a more rigorous curriculum option for our students. Pacing guides are embedded in the syllabi to allow for teacher accommodations based on student need and achievement.

All courses are created, reviewed, and revised by our HQ teachers to allow for a sustainable implementation in our school. The courses are created to help provide an increase in student growth and achievement by building on prior knowledge and developing new skills through interactive material and engaging content. Pre and post-tests, self-checks, practice lessons, multiple choice, and oral exams within the courses help teachers to identify student growth, student achievement, and increases in individual student proficiency.

Teachers are allowed the flexibility to accommodate course work based on learning disabilities, low achievement, or English Language Learner status. The flexibility ingrained in online school assists teachers in increasing proficiency for all learners. Discussion based assignment components are designed to allow for student demonstration of understanding and target additional areas of need. Teacher effectiveness is monitored through the results of their students' scores in both their courses and AIMS assessments (for third grade and forward).

Compass Learning Odyssey is aligned with AZ state college and career standards and is our core program for students K-5. Teachers are able to customize lessons to address specific areas where students may be struggling. Odyssey is a sustainable option for our students that can be implemented after analysis of individual student scores, or other assessments.

Instruction at Taylion Virtual Academy is presented to students through interactive software under the supervision of a teacher. Teachers are evaluated to ensure the proper implementation of the courses. Standards checklists are aligned to professional rubrics that allow for continuous data analysis and feedback of instruction, effectiveness, and duties.

Instructional staff attends professional development to provide further support on best practices, as they relate to online instruction, their designated areas of teaching, and identified areas of need based on data.

Taylion commits to providing specific training for teaching in the online format for Language Arts and Math instructors. Teachers ensure the integration of academic standards to increase student growth for all students. Instructional options allow for identified students with disabilities, the lowest 25%, English language learners, and students with free and reduced lunch to increase proficiency.

Our clearly defined performance measures set proficiency at a score of 70%. Non-proficient students are able to work with the teacher, utilizing the curriculum, and a sound methodology to increase proficiency. Teachers monitor student progress, assist with feedback, provide further instruction, and jump to action to increase student understanding.

Our data reflects student growth based on their coursework in their NovaNet and Odyssey school curriculum. Students have been successful in making progress in their courses utilizing our selected curriculum. The data shows students are on track for promotion into the next based upon 3rd quarter grades.

Taylion Standard Grade Key

- 4 = 4=Standard Mastered and Surpassed-working above grade level consistently
- 3 = 3-3.9=Mastered the Standard
- 2 = 2-2.9=Partial Standard Mastered (Progress being made)
- 1 = 1-1.9=Beginning to Understand the Standard
- 0 = 0=Even with help, standard not being mastered
- N = Needs Improvement
- I = Incomplete
- = Not Assessed at this time

Taylion English Language Arts-4 [redacted]	Q1	Q2	Q3	Q4
Reading	2.8	2.3	2.9	
Speaking and Listening				
Language	3.0	2.4	3.0	
Writing	2.5	2.5	2.2	

Taylion Math-4 [redacted]	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking	2.6	3.0		
Geometry		2.6	3.0	
Number and Operations-Fractions	2.8			
Measurement and Data		2.8	2.6	
Number and Operations in Base Ten	1.7	3.0		

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Taylion English Language Arts-7 [redacted]	Q1	Q2	Q3	Q4
Writing	2.9	3.0	3.0	
Language	2.8	2.5	3.0	
Reading	2.9	3.0	3.0	
Speaking and Listening	3.0			

Taylion Math-7 [redacted]	Q1	Q2	Q3	Q4
The Number System	2.8			
Statistics and Probability	2.8	3.0		
Geometry		3.0	3.1	
Expressions and Equations		3.0		
Ratios and Proportional Relationships		3.0	2.9	

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Taylion English Language Arts-8 [redacted]	Q1	Q2	Q3	Q4
Reading	2.7	2.9	2.5	
Speaking and Listening				
Language	2.7	3.0	2.8	
Writing	2.8	2.7	2.9	

Taylion Math-8 [redacted]	Q1	Q2	Q3	Q4
Geometry			2.9	
Expressions and Equations	3.0		3.1	
Statistics and Probability	3.1			
The Number System		3.7	3.0	
Functions	3.0	3.3		

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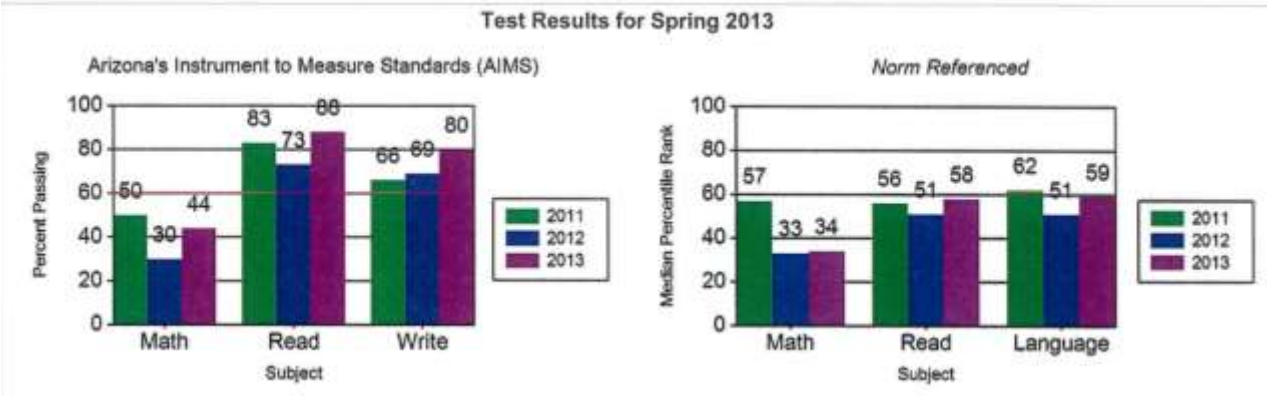
Taylion English Language Arts-8 [redacted]	Q1	Q2	Q3	Q4
Reading		2.0	2.9	
Speaking and Listening		2.8	3.0	
Language		2.2	2.6	
Writing		2.6	2.6	

Taylion Math-8 [redacted]	Q1	Q2	Q3	Q4
Geometry		2.2		
Expressions and Equations		2.0	2.8	
Statistics and Probability				
The Number System		2.6	2.9	
Functions		3.0		

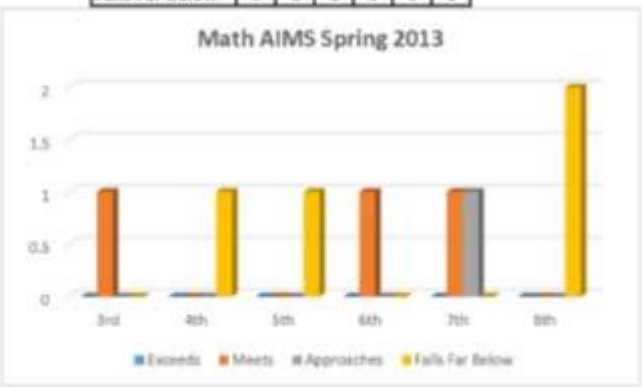
Students at Taylion Virtual Academy participate in our assessment plan for monitoring and documenting performance across content and with a specialized focus in math and reading. The implementation of a school wide assessment system including, standards-based curriculum, quality instruction, reliable assessments, and professional development for staff, work together to support student achievement. Each portion of our system helps to guide instruction, support students, and monitor progress. Our assessment process includes the documentation of AIMS assessments, Galileo IE assessments, and course assessments to analyze the effectiveness of our teachers, as well as the progress made by students. Responses to the data are made accordingly and help in the identification and support for students based on need.

Currently Taylion has 4 actively enrolled students. Each of these students are new to Taylion this year and therefore we don't have any previous year's data. Our AIMS data for years 2012 and 2013 shows Taylion made significant gains in Math and Reading 2013 compared to 2012 scores. In Reading, 86% of our students had passing scores and 44% of our students had passing scores in Math. While a 14% increase in Math scores is significant, the overall number of 44% is still alarming.

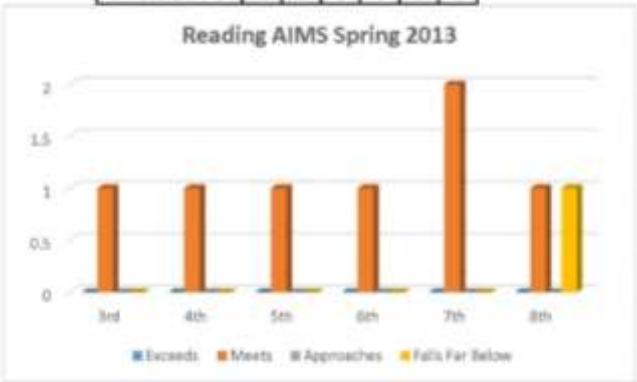


Deeper analysis reveals the majority of our students who were not passing in both Math and Reading were 7th and 8th grade students.

Math AIMS Spring 2013	3rd	4th	5th	6th	7th	8th
Exceeds	0	0	0	0	0	0
Meets	1	0	0	1	1	0
Approaches	0	0	0	0	1	0
Falls Far Below	0	1	1	0	0	2



Reading AIMS Spring 2013	3rd	4th	5th	6th	7th	8th
Exceeds	0	0	0	0	0	0
Meets	1	1	1	1	2	1
Approaches	0	0	0	0	0	0
Falls Far Below	0	0	0	0	0	1



To address this issue, Middle School teachers have access to Odyssey curriculum as a supplement to NovaNet. This will provide teachers with the ability to create assignments that target specific areas of need for each student. Online tutoring as well as face to face tutoring is available for students to prepare for AIMS testing.

Instruction accommodates subgroups, (English Language Learners, Free and Reduced Lunch, and Special Needs students) by allowing the implementation of alternative learning management systems. Currently, Taylion Virtual Academy utilizes our supplemental program; Compass Learning Odyssey as the main curriculum for identified students. Teachers are able to actively monitor student's progress in Odyssey by reviewing, analyzing, and discussing the results to students' assignments and assessments.

Sub-Groups

The implementation of our supplemental program: Compass Learning Odyssey is an option in our curriculum plan to assist in the growth for students identified as English Language learners, students with disabilities and students with free and reduced lunch as a method of increasing students' proficiency when the student is unsuccessful in the Florida Virtual Global School Curriculum. Compass Learning Odyssey is aligned with state and common core standards and provides another manner in which students can access the content. Teachers are able to customize lessons to address specific areas where students may be struggling. Odyssey is a sustainable option for our students that can be implemented after analysis of individual student scores, progress in our core program, or other means of assessment.

At this time, Taylion Virtual Academy does not have any identified special needs students or English Language Learners, so the data does not reflect growth based on the implementation of our supplemental program. In addition, all typical K-5 students have thus far shown progress in Odyssey, and all typical 6-8 students have thus far shown progress in NovaNet and have not had the need for access to Compass Learning Odyssey's alternative curriculum.

Sub-Group ELL

Taylion Virtual Academy utilizes AZELLA testing to identify ELL students. Once identified, we initiate an Individual Language Learner Plan that supports instruction for the students by providing performance indicators to be covered and allotted time for the required areas. Teachers then work with the student to progress through goals and move towards proficiency.

At this time, Taylion Virtual Academy does not have any identified English Language Learners, so the data does not reflect growth based on the implementation of our supplemental program.

Sub-Group FRL

Taylion uses the Arizona Department of Education's yearly Income Guidelines to determine a student's Free and Reduced Lunch status (FRL). Currently we have identified 2 with FRL status. Because students who are enrolled at Taylion receive an individualized program via on-line access; when we receive a student who meets FRL criteria, a program is designed to meet his/her needs based upon academic criteria (pre-test, benchmark testing, previous grades, AIMS). Our students have thus far shown progress in NovaNet and have not had the need for access to Compass Learning Odyssey's alternative curriculum.

Sub-Group SPED

For each eligible student, Taylion will provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the Individuals with Disabilities Education Act (IDEA), will deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program (IEP). The objective of this program is to help each student reach his or her functional, behavioral, and academic potential.

The IEP will be used to document the student's functional, behavioral, and academic benchmarks and goals as well as to formalize the improvement strategy that has been agreed to by the school, the parent, and the

student (as appropriate). This document, which will be reviewed and updated, at least, annually, may include strategies for growth and improvement in school attendance, school behavior, academic skills, and/ or achievement on state-mandated tests.

At this time, Taylion Virtual Academy does not have any identified special needs students so the data does not reflect growth based on the implementation of our supplemental program.

Summary

In order to provide each student an opportunity to achieve growth and improvement, we will monitor performance, review progress, and initiate adjustments throughout the school year.

Although the special education program will provide appropriate levels of instructional support, tutoring, and study skills support for the student, as well as consultation support for the school staff, student attendance, work habits, and communication with the school staff are variables that will have a significant impact on student growth and improvement.

Professional Development. Accountability

At Taylion Virtual Academy, student achievement, research based models, and teacher learning needs drive our professional development and trainings. Review and analysis of student assessment results and teacher evaluations prompt the scheduled developments to assist in an increase in student growth in math and reading.

Teachers participate in trainings that encourage best practices in the unique format of an online school. Trainings are attended virtually, in house, and through webinars.

Professional development in the content areas of math and reading and technology are developed by an analysis of assessment results to target specific needs to increase proficiency across the main and sub-groups. Special attention and focus is given to the areas of English Language Learner instruction, as well as addressing the needs of diverse student populations.

Evaluators are able to review implementation of professional development topics throughout the year with teacher evaluations and student driven data. Evaluators are then able to monitor, adjust, and revisit professional development opportunities to best serve the student population and provide training for staff.

NovaNet, FLVGS, and Odyssey are implemented with quality instruction aligned with AZ state college and career standards. Our combination of assessment measures (AIMS, Galileo Assessments, Pre/post course tests) allow for accountability. Professional development is guided by student performance and teacher need. Revisions and updates to curriculum from specialists ensure up to date offerings and the top level of courses.

Increasing student academic growth and proficiency is evident through our assessment plan and continued monitoring of student achievement.

Professional development calendar

January 17th – Compass Learning – Odyssey Training
February 28th - Compass Learning – Odyssey Training
March 7th - Implementing the Common Core math Standards
April 7th - Common Core State Standards: Teaching ELA/Literacy to English- language Learners
May 5th - Using Data to Inform Instruction and Personalize Learning: A Continuous Improvement Framework
June 11th - Addressing Diverse Student Learning Needs
June 18th - Galileo Assessments
August 4th – Galileo Assessments