Demonstration of Sufficient Progress

Section 1: Growth

Children's Success Academy (CSA) employs a multi-variable system to continually monitor and adjust all the elements of the educational process of the school to ensure student growth. This system considers the performance and progress of each individual student throughout the school year and the content and delivery of instruction. Teacher and student performance and curricular effectiveness are analyzed in a manner in which each element determines the course of action for improvement of each other component of the instructional process with the ultimate goal being increased student learning. The success of this process depends on the collection of relevant and reliable data about students, student performance, and teacher performance; proper analysis of that data; and correct decisions regarding action based on the analysis for determining instructional and curricular modifications and professional development needs. The heart of this system for our school is the Individual Reading Evaluations & Ancillary Demographics (I-READ) and the Individual Mathematics Evaluations & Ancillary Demographics (I-MEAD) processes based on comprehensive data portfolios; weekly individual teacher and director/principal Data Dialogue meetings; weekly Professional Learning Community meetings integrating and spiraling professional development; faculty and Leadership Team curricular-instructional meetings; and the Teacher Evaluation system. These systematic processes are described in full detail in Section 2.

Analysis of student performance is considered with regard paid to the educational, behavioral, economic, and developmental levels and needs of all our students. Thus, a brief description of the history and student population of CSA is presented to serve as a lens to accurately view the data that will follow in this document. Four areas in particular are relevant when considering student instructional decisions and performance at CSA: the large proportion of behaviorally challenging students; second language delay; economic disadvantage; and student mobility rates.

Children's Success Academy was initially chartered to meet the needs of students with special behavioral diagnoses, such as Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), and other behavior issues. Pediatricians, counselors and other schools often refer students to us. These students, though usually capable of adequate academic achievement, find it more difficult to do so because of their behavioral challenges, and their high rate of school transfers due to suspensions and expulsions. Our unique program, which incorporates positive behavior modification, including the Virtues Project™, the Nurtured Heart Approach™, and our strict nutritional approach, allows these students to begin to turn their energy into more positive and academic channels. While very effective, the program is a process, which takes some time. Because we accept all students, many of whom come to us in the 4th or 5th grade, we often do not necessarily see the fruit of our efforts. However, we frequently receive feedback from former parents, and the students themselves, thanking us for providing the foundation that made positive change possible. All of our students, by our behavior standards, and by our benchmark and LEA assessments, usually make at least one year's academic growth.

In order to better support academic growth in students with behavior challenges, the Virtues Project™ derived "language of virtues" is integrated into curriculum and into the classroom day. Classes begin with morning circles that include acknowledging positive learning experiences and actions of self and others, and the day closes with success circles, that are also used as "tickets out". Each week a different grade level presents the school Virtue of the Week at the Friday afternoon Virtues Assembly, which parents, family members and other community members attend. Virtues Vouchers are awarded to acknowledge practicing virtues, such as helpfulness, self-discipline, generosity, gentleness, etc. The positive atmosphere created by the acknowledgement of student successes not only provides a safe place for learning to occur, but also increases student confidence and willingness to try harder. Success in the area of behavior is documented by the decrease in disciplinary visits to the administrative office. Indeed, we strive to have such visits occur for positive reasons. One means of rewarding students for success in turning around difficult behaviors is a phone call that they are able to make to a parent during the school day to share the successes.

Additional challenges and considerations that we face as a school include higher than average rates of students who qualify for free and reduced lunches and ELL, and a higher than average student mobility rate. All but two of our students, 98%, qualify for free or reduced lunch, the Title I poverty indicator, and 52% of those students are also classified as ELL. While elementary school age students generally become fluent in conversational English quickly, developing the academic language skills needed to succeed in school takes much longer. When the stresses of poverty, in many cases severe poverty, are added to the lack of academic language skills, academic learning takes a bit longer. Further, CSA has a mobility rate of 40.5%. It is well known that students who transfer frequently between schools during the school year are at greater risk for academic and behavioral problems, and may be as much as a year behind their peers as a result of frequent school changes (See Section 2: Subsection 2b for further discussion).

Most important to our goal of increasing student academic growth was the addition this year of another Director with extensive experience and qualifications in special education, gifted education, and curriculum development, among other qualities. He has contributed greatly to the enhancement and expansion of our curriculum, and has been key in adding to and expanding our monitoring and evaluation systems. A full discussion can be found in Section 2.a.

Subsection 1a: Student Growth Percentile in Reading and Math

Our Student Growth Percentile (SGP) data tends to fluctuate, depending on the number and severity of behaviorally challenged students who arrive at the beginning of 4th or 5th grade. These are usually students with a history of low academic growth, but often these students have high potential, once their behavior is turned into positive channels. However, the work needed to bring them to grade level in academics is a process that sometimes takes longer than they are enrolled at our school. The focus of our efforts at this time are aimed at bridging the academic gap by improving our curriculum and instructional practices to support more than one grade level growth.

Our Student SGP for math was 27% in 2012, and 29% in 2013, showing an increase in growth of 2%. In reading, however, there was a decrease of 4% in SGP, from 33% in 2012 to 29% in 2013. Student growth needs to be increased in both areas. Leadership Team review and discussion of this end-of-year data led to the decision that a focus on remedial reading was critical for the 2013 – 2014 school year.

The Leadership Team meets monthly, or more frequently if needed, to review curricular and instructional needs that are discovered during the Data Dialogue and Professional Learning Community meetings. This year, after reviewing the screening and diagnostics results for reading, it was found that 78% of students in grades 1 – 5 were reading at least one grade below their assigned grade levels. The team reviewed instructional strategies and curricular options, and decided that adoption of a new remediation program was vital for increased student growth in reading. After researching many technology-based reading remediation programs, consulting with reading teachers, and also ADE's MOWR Director, the school Leadership Team selected MindPlay Virtual Reading Coach (MVRC). MVRC was chosen for its ability to address all of our sub-populations and provide a continuity of services for students enrolling in our school from the neighboring school district, which has also adopted this remedial program.

A significant portion of our curricular budget was invested in purchasing "seats" in MVRC, with much consideration given to scheduling time for engaging our struggling readers, while minimizing disruption to the regular instructional day. MVRC is in use from one hour before school, through the school day, to one and a half hours after school. Parents were introduced to this new resource through several informational nights held at school, which taught them how to access the program at home and monitor their children's progress. We also distributed information about other reading resources within the community, grade level appropriate reading tips, and the Move On When Reading legislation. Parents who were unable to attend received information packets, and were able to make appointments to meet with teachers and/or directors to learn more.

Student growth is continually monitored during the school year, using data compiled through the I-READ and I-MEAD systems developed this year. All students are screened and assessed using valid and reliable web-based

assessment programs: Renaissance Learning's STAR Early Literacy, STAR Reading and STAR Math, upon entry. As part of the MindPlay adoption, we added the associated assessment program, RAPS360. Students are placed in the appropriate reading levels, based on these baselines, and those who are placed in Tier II or Tier III reading groups, or those with low math skills, receive more frequent diagnostic testing to monitor specific areas of need. Teachers then adjust curriculum and teaching methods to meet the needs of each individual student. Progress is monitored quarterly for all students, with quarterly report cards given to parents. When students require interventions, progress is monitored on a more frequent basis, and this data is used to inform teachers and allow curriculum adjustment to support struggling students. Students in Tier II or III levels, are monitored weekly or biweekly, depending on the individual, and growth is tracked with lesson plans and curriculum adjusted as needed.

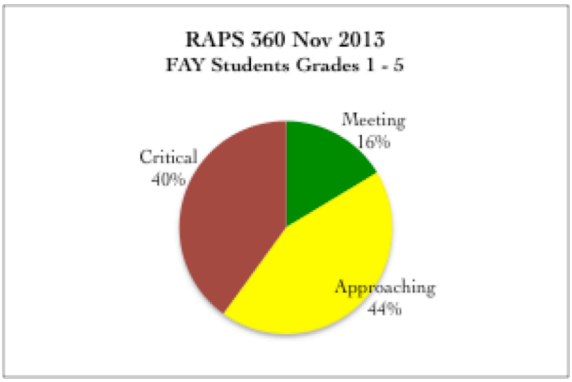
Student Growth Percentile – Reading

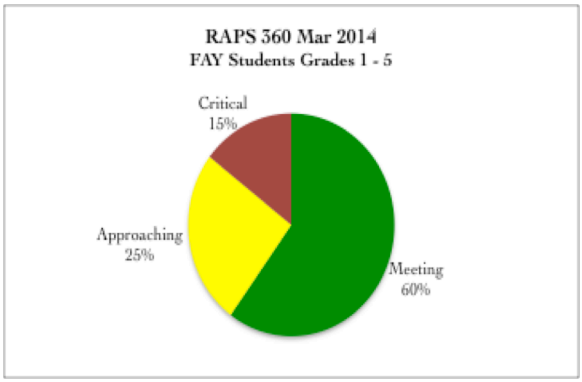
As was stated earlier, there was a 4% decrease in reading growth in FY13. Disaggregation shows that in 4th grade, FAY students actually had a 13% point growth in FY13, from 36% in the previous year (FY12) to 49% on FY13 AIMS reading. Last year's 5th grade FAY students also had a 13% point growth in FY13 AIMS reading, with SGP increasing from 78% in FY12 to 91% in FY13. The third grade had the lowest scores, with a 16% SGP in reading in FY13.

The addition of the supplemental reading support program (MVRC) has greatly assisted our students in all areas of reading skills. The results for the 68 days between November and March are presented in the table to the right. Data shows that between the first and second assessments, students demonstrated an increase in grade level growth (GLG) of 0.76 for all students on the program. In 2nd Grade, there was an average of 1.22 GLG; in 3rd grade GLG was 0.96; in 4th grade there was 0.54 growth; and in 5th grade there was 1.34 grade level growth. As a result of this data, we are confident that there will be increases in SGPs in spring 2014 AIMS reading.

Grade	GLG
2nd	1.22
3rd	0.96
4th	0.54
5th	1.34

MVRC: Ave. gain in grade level skills from Nov 2013 to Mar 2014





Current growth in reading, FAY in grades 1 – 5, as measured using RAPS 360, between November 2013 and March 2014.

Student Growth Percentile – Math

Student math growth is continually monitored during the school year. All students are screened and assessed upon entry using the valid and reliable web-based mathematics assessment program, STAR Math. Progress is monitored in mathematics quarterly for all students, with quarterly report cards given to parents. Students

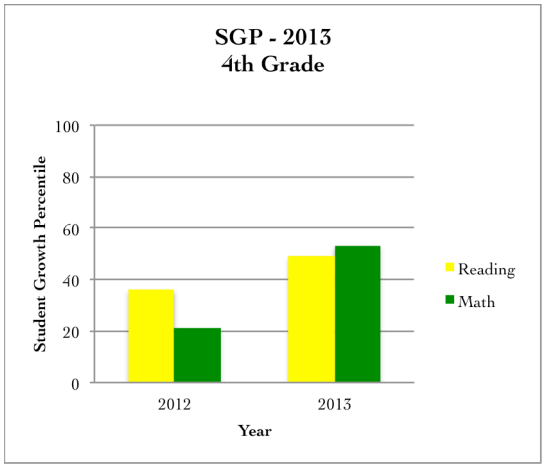
struggling in math are monitored on a more frequent basis, and their needs addressed during the weekly Data Dialogues between individual teachers and the director/principal, followed by any necessary adjustments to the curriculum. STAR Math assessments are used in all grades, with Saxon Math also forming a large part of curriculum in all grades. Data is discussed and curriculum adjustments made as needed during the weekly Data Dialogues and the weekly Professional Learning Community meetings. Professional development support is provided when necessary, as requested by the teacher to support student growth, or as part of the teacher evaluation process.

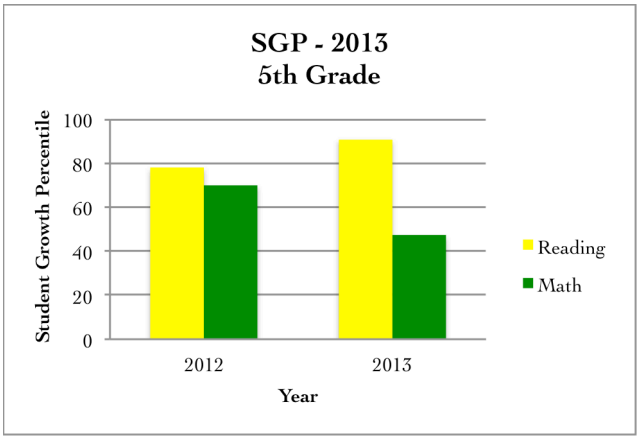
An expanded program for academic math support for all students includes Renaissance Learning's Accelerated Math Live, purchased in the spring of 2013, along with the I-MEADs system of monitoring, both of which are being piloted in 4th and 5th grade this year. While a major focus this year has been on supporting struggling readers, we also implemented these new systems of support for students struggling with mathematics. Renaissance Learning provided full day on-site professional development for teachers during the summer, with ongoing web-based PD and support occurring during the year. See Section 2.a. for a detailed discussion of I-MEADs.

The system described above will be extended to the lower grades in the next school year. All students are monitored during the year. As with reading, students struggling with math are monitored on a more frequent basis, and this data is used to inform teachers and allow curriculum adjustment to support these students. Students in Tier II or III levels, are monitored weekly or biweekly, depending on the individual, and growth is tracked with lesson plans and curriculum adjusted as needed.

In mathematics, FAY SGP was 29% in FY13, compared with 27% SGP in FY12. This 2% increase in math growth, while very small, is expected to increase this year with the additional remedial support being given to 4th and 5th grade students through Accelerated Math Live, and with the introduction of the I-MEADs system of tracking data on a weekly basis and adjusting curriculum to meet the changing student needs. Also, the increased before and after school tutorials are helping our students to increase their math skills.

Disaggregating the SGPs to the class level, 4th grade saw an increase of 32 percent on FY13 AIMS Math, from 21% SGP in FY12 to 53% SGP in FY13. Our 5th grade had a decrease of SGP from 70% in FY12 to 47% in FY13 AIMS math, a 23 percentile point decrease. It is significant to note, however, that all FAY 5th grade students met the standards on the 2013 AIMS Math assessment.

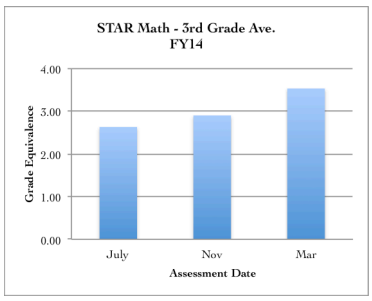


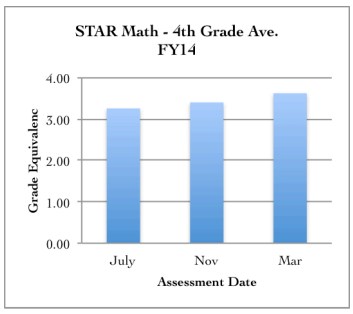


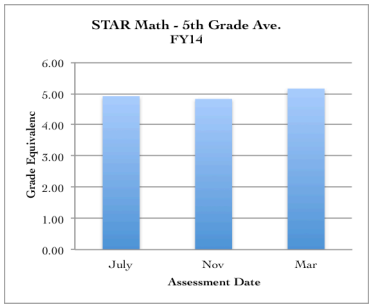
SGP changes in 4th & 5th grades between 2012 and 2013.

Student growth in math during this school year has been disaggregated using STAR Math data, and is presented below. Saxon Math results show very similar data. The overall average of student progress during this school year is almost a full year's growth in mathematics, from the beginning of school through early March, in 3rd

grade. Our 3rd graders are expected to reach 4th grade equivalency by the end of the 2014 school year. In 4th grade, the average growth has not been as dramatic; however, when data is considered at the individual student level, most students have made between 0.5 and 1.5 year's growth during this same time period. The average growth data for 5th grade is skewed, due to the small number of students (6) and the presence of one very high level student, and one very low level student. The lowest level student has made almost a year's growth in math between the beginning of school and early March. The highest performing student grew from a grade equivalency of 5.7 to 7.1 during this same period.







<u>Subsection 1b: Student Growth Percentile Bottom 25% in Reading and Math</u>

As mentioned above, our SGP data tends to fluctuate, depending on the number and severity of behaviorally challenged students. Among the bottom 25% last year, the average growth in math on 2013 AIMS was 11%, while in reading the average growth was 18%. All students who were classified in the bottom 25% last year, and who are enrolled with us this year, have been placed in the intensive remedial programs described briefly above, and in greater detail in Section 2. Their reading and math progress and needs are monitored during the weekly Data Dialogues, and curriculum and remedial support provided as needed. These students are required to attend intensive before or after school tutoring, Monday – Thursday, to address their particular area(s) of need. Spring Break Camp was also required for the bottom 25%.

Many of the programmatic decisions we make for the lower 25% are also addressed by the Title I, ELL and SPED programs, as all of the bottom 25% qualify for Title I services, and many are also ELL and/or SPED students, thus receiving additional assistance per their individual program need(s). Of the lower 25% in 2012, 28% moved out of the lower 25% bracket.

Section 2: Proficiency
Subsection 2a: Percent Passing Math & Reading

As was introduced in Section 1: Growth, CSA utilizes a multi-variable system to continually monitor and adjust all the elements of the educational process of the school and ensure provision of appropriate curriculum and instruction. This system considers not only the performance and progress of each individual student throughout the school year, but also the content and delivery of instruction, and the professional development training required to increase student learning.

Children's Success Academy is a K-5 elementary school with one classroom per grade level. The faculty consists of the six full-time classroom teachers, an art teacher, and two administrators, along with an administrative assistant and several instructional assistants. Support personnel, such as speech pathologists, occupational therapists, and school counselors are contracted to provide therapy to eligible students, guide teachers in implementing goals and accommodations, and provide professional development, as needed. Several of the teachers have been with the school since its inception, with the average teacher service time being 8.9 years. Because of the small faculty size, each member serves many roles in refining the performance of the instructional system. This year a new director was hired who has extensive experience in curriculum development and instructional leadership and evaluation, as well as in the areas of special education and gifted education. He functions as the director/principal and Special Education Director, and is a critical member of the Leadership Team, which is working on in-depth adjustment of the current curriculum to better support the Arizona College and Career Ready Standards (AZCCRS). The school's Executive Director, the founder of the school, is a member of the Leadership Team and serves as the coordinator for Title I and ELL. The Leadership Team, consisting of both directors and three teachers, reviews student data to note areas of success and difficulties. Curriculum is then reviewed – including instructional technology and scheduling – to address solutions needed. Such solutions include alterations in classroom practices as well as consideration of additional instructional materials and/or different curricular programs. An adoption committee, including the directors and teachers, reviews alternative products, and makes recommendations. The governing board approves any curricular changes and/or any curriculum purchases.

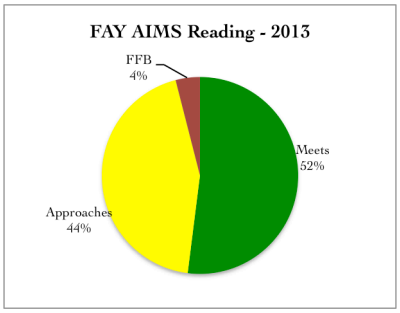
EQuIP (Educators Evaluating Quality Instructional Products) teams were established this year to review the quality and content of the curriculum. Teachers were introduced to the EQuIP rubric during pre-service of this year, and were given access to updated materials and resources such as the Common Core Mapping Project. There are three teams comprised of the grade K-1, 2-3, and 4-5 teachers. These teams enable better continuity between the grades for students, and allow teachers to exchange information and data as they strive to create and refine curriculum that meets the AZCCRS, and is rigorous and relevant to the learning needs of our student population.

Our primary method of formal collaboration for analysis of classroom and individual student level performance is the Data Dialogue. Data Dialogues are weekly meetings between an individual grade level teacher and the principal, which is scheduled during the time when the teacher's class is attending art class. The meeting may include analysis of individual student and classroom performance, review and revision of curriculum, and/or discussion of instructional strategies for entire class or focused groups, e.g. ELL, SPED, Title I.

Professional Learning Community (PLC) meetings are also held weekly. These are collaborative meetings attended by the entire faculty and administration with the express goal of ensuring student learning and school improvement through a results-driven focus on every part of the educational process at the school. Based on faculty input and needs, meetings may address instructional effectiveness, strategic planning, or professional development discussions.

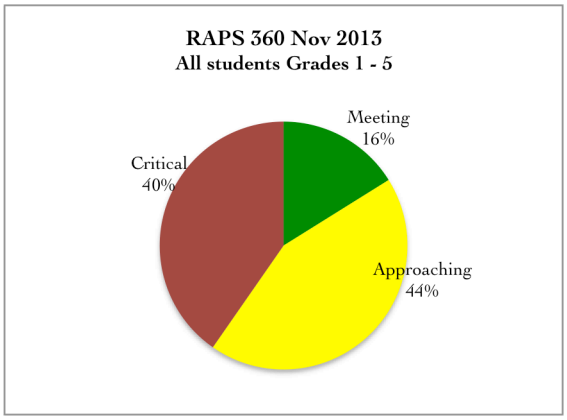
The PLC and Data Dialogue meetings have increased our awareness of and effectiveness at determining and delivering timely and directed intervention. Results from these meetings have been instrumental in our decisions for increasing mandatory before and after school tutoring sessions, and for determining the form and content of those sessions. It was from one PLC meeting, for example, that we determined the need for additional AIMS preparation and constructed the idea for our "Spring Camp," a successful, weeklong reading and math camp conducted during spring break.

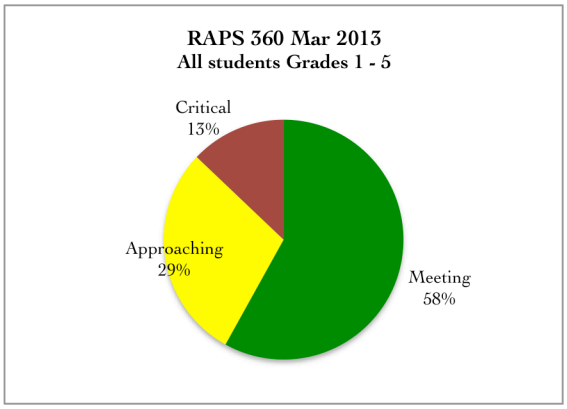
Student proficiency in reading, as assessed using Spring 2013 AIMS data, increased 9% from 2012 to 2013: from 43% of FAY students passing AIMS reading in 2012, to 52% FAYs passing AIMS reading in 2013. The disaggregated data to the classroom level showed that 36% of 3rd grade FAY students, 62% of 4th grade FAY students and 67% of 5th grade FAY students met the standards on the 2013 AIMS reading assessment.



This data, especially the 3rd grade data, showed us that we needed to revamp our reading program to better support student acquisition of reading skills, and prior to the start of the school year plans were initiated for focusing on curriculum revision, changes in instructional delivery, and professional development for reading. Our core reading program is based on the balanced literacy approach utilizing Accelerated Reader from Renaissance Learning to guide and assess leveled reading, with direct phonics instruction presented through the Saxon Phonics and Spelling program, and with focused vocabulary instructional support presented to ELL students through Renaissance Learning's English in a Flash (EIAF) program. When Accelerated Reader was first adopted over $10,000 of books were added to the school's library. As with many schools, however, the balance of fiction to non-fiction books is skewed towards fictional texts and the school is moving to obtain more nonfiction leveled libraries to better address the core philosophy of the AZCCRS for ELA and to better facilitate cross-curricular, project-based learning. Monitoring assessment for reading is conducted through Renaissance Learning's associated assessment programs, STAR Reading and STAR Early Literacy, which were upgraded this year to the Enterprise version offering options not previously available to us, such as predictive reports for AIMS performance and state standards tracking. In late fall, RAPS 360 from MindPlay was also added (a more detailed discussion of the program follows below). Professional development for teachers in presenting close reading, assessing text complexity, and creating text dependent questions was conducted before the beginning of the school year. The Leadership Team has determined that the implementation has had an overall positive, but mixed, success. This is primarily due to difficulties seen, in the lower grades especially, with the expression of higher order thinking skills. The team feels that this may be because of the high number of ELLs. We are directly nurturing growth of Cognitive Academic Language Proficiency (CALP) by incorporating instruction in academic register. Further discussion of our ELL programs follows in Section 2c.

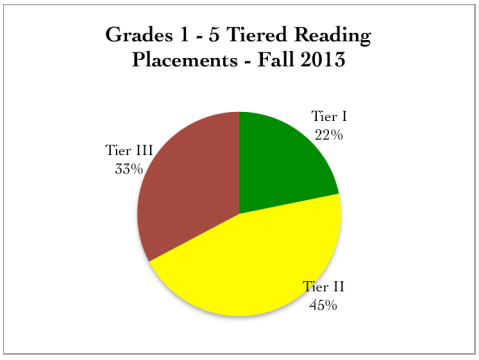
STAR Reading and STAR Early Literacy benchmark testing was conducted in the fall and it was found that 78% of current FAY students in grades 1–5 were reading at least one grade below their assigned grade levels. These students were placed into Tier II (45%) and Tier III (33%) groupings in order to receive focused remediation, and the Leadership Team decided to investigate incorporating additional programs for further remediation support. After researching many technology-based reading remediation programs, consulting with reading teachers, and also ADE's MOWR Director, the school Leadership Team selected MindPlay Virtual Reading Coach (MVRC). MVRC was chosen primarily because it was determined to best address every area of the reading process through individualized mastery-based instruction using the Orton-Gillingham Approach. Since the program utilizes actual speech pathologists as video-based instructors who not only teach phonemes, but also how sounds are formed and produced by English speakers, it was additionally judged to be most effective for our ELL students. An additional factor influencing our choice was the fact that the major school district in our immediate area (Sunnyside USD), from which we gain and to which we send many students, also uses this program. We therefore concluded that adoption of MVRC would also provide continuity of service, as well as comparable data for transitioning students in and out of our program. A total of five MVRC seats were purchased, using both MOWR and Title I funds. This allows us to run MVRC continually from one hour before school, through the school day, to one and a half hours after school, to meet the needs of all of our struggling, underperforming readers. The results from the program are evident not only in the test scores, but also in the classroom performance and confidence of our students. Overall, FAY students in grades 1-5 gained .81 grade levels in approximately 70 instructional days. Gains for sub-populations of students, such as ELL, FRL, and SPED, will be discussed in later sections of this document.

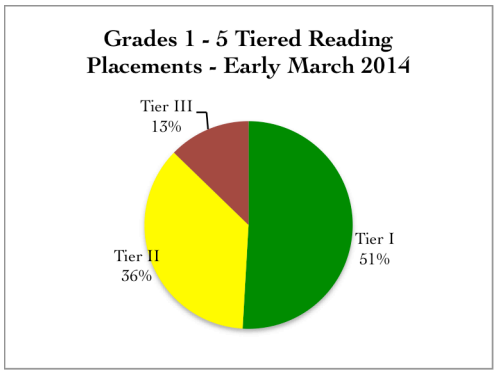




FAY RAPS 360 growth data for students in grades 1–5, November, 2013, (left) and March, 2014 (right).

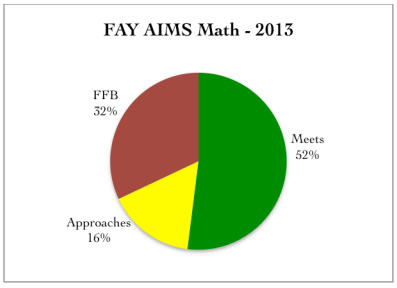
Because of our teachers' instruction, increased before and after school remediation sessions, and curricular enhancements, mid-year benchmarks diagnostics recorded growth resulting in a reduction from 78% to 49% of the number of FAY students reading at least one grade below their assigned grade levels. The percentage of students reading at/above grade level increased from 22% to 51%. Tier II students currently account for 36%, and Tier III 13%, of below grade level readers. According to early spring STAR Reading AIMS predictive testing, 52% of FAY students are on track to either meet or exceed the standards of the AIMS Reading test.





Increased student growth in reading during the 2013 – 2014 school year, illustrated by advancement in Tier groupings.

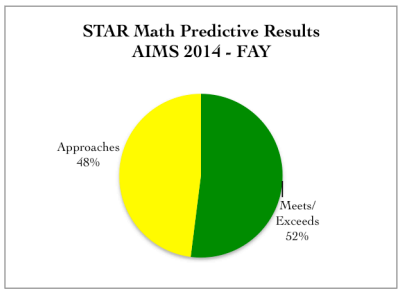
Saxon Math was adopted for addressing the needs of our students due to its steady review of all previous presented material. Beyond helping students who have difficulty retaining previously learned concepts, with our high rate of student mobility, 40.5%, the spiraling review gives students joining us later in the year a chance for exposure to previously taught material. Students in the 4th and 5th grade also have access to Renaissance Learning's Accelerated Math Live program, which allows their teacher to assign focused practice on objectives in which a student is identified as deficient. Mathematical exploration is encouraged and nurtured through use of manipulatives and classroom and on-line activities. A hands-on, real-world approach to math is also emphasized to support rigor and relevance, and students are frequently guided to use the entire school and campus for their mathematical explorations.

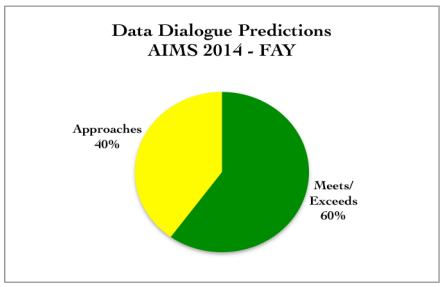


The results of increased professional development in math for FY 2013 resulted in a 5% increase in students passing AIMS, from 47% FAY passing in the spring of 2012 to 52% FAY passing in the spring of 2013. When data is disaggregated

to the classroom level, 30% of 3rd grade FAY students, 45% of 4th grade FAY students and 100% of 5th grade FAY students met the state standards on the 2013 AIMS math assessment.

STAR Math predictive testing results for FY14 FAY students indicate that 52% of our students in grades 3-5 will meet/exceed the standard for AIMS Math. It is however our judgment, based on classroom performance and AIMS practice data, that the actual percentage of students meeting or exceeding the standard will be slightly higher. Information from Data Dialogues predicts that conservatively, the rate will be closer to a 60/40 meet-exceed to approach-FFB ratio.





Predictive Data for FAY students for passing math AIMS in 2014, using STAR Math Predictive assessment (left) and comprehensive math data portfolio (I-MEAD) review.

All students are given a benchmark/screening upon enrollment using valid and reliable web-based assessments. Fall, winter, and spring benchmarks are conducted using STAR Reading, STAR Math, and STAR Early Literacy. These programs are also used for diagnostic testing and progress monitoring. RAPS 360 is presently used for progress monitoring purposes only. While Renaissance Learning's Enterprise enhancements to STAR Math and STAR Reading have been welcome improvements for tracking student progress, the leadership team and additional faculty members met with a representative from Galileo K-12 and after collaborative review have decided to adopt that program for the following school year. The Galileo K-12 program was judged to perform all of the functions previously handled by the STAR programs, such as benchmark testing and progress monitoring, but with the valuable addition of educator effectiveness tracking, and the ability to more seamlessly track growth from kindergarten on to 5th grade, which has been somewhat problematic with the STAR products.

To effectively monitor student reading progress the school developed a system utilizing a Comprehensive Reading Data Portfolio for each student, paired with a document called an Individual Reading Evaluations and Ancillary Demographics (I-READ). I-READs are reports that compile the information included in each student's Comprehensive Reading Data Portfolio along with pertinent demographic and programmatic information, such as SPED, ELL, and Title I eligibility, as well as attendance and behavioral input. Sources of data in the portfolio vary from grade to grade, but may include results from STAR Reading, STAR Early Literacy, MindPlay RAPS 360, Dolch Sight Word assessments, AIMS Reading, Stanford 10 Reading, and AIMS test preparation results. The data from the I-READ forms are saved in a common digital storage location accessible by faculty and administration, and are reviewed regularly as part of weekly individual teacher/principal Data Dialogue meetings. The individual student Comprehensive Reading Data Portfolios are placed in color-coded folders based on Tier 1 (blue), Tier 2 (yellow), or Tier 3 (red) classification, and then filed by grade level in an area that is accessible to faculty and administration. Once Tier placements are determined, students are accordingly assigned programs and schedules to adequately meet their instructional needs.

A duplication of this system was established for the area of math, and is being piloted in 4th and 5th grades this year. The math version of the system combines a Comprehensive Math Data Portfolio for each student with a document called an Individual Math Evaluations and Ancillary Demographics (I-MEAD). In addition to demographic, behavioral, and programmatic information, I-MEADs compile data from the portfolio, which, depending on grade level, may include data from STAR Math, Accelerated Math Live, AIMS Math, Stanford 10

Math, and AIMS test preparation results. Storage and classification follow the same protocol as for the Comprehensive Reading Data Portfolios and I-READS.

Teachers are observed, evaluated, and guided for professional development and improvement through the Teacher Evaluation System adopted by our governing board. The system addresses all of the areas required by the Arizona Framework for Measuring Educator Effectiveness. Our director/principal is certified as a qualified evaluator.

Full faculty professional development is conducted during the pre-service weeks before the start of school, weekly during PLC meetings, and on early dismissal Fridays. Session focuses this year included use of the EQuIP rubric, close reading techniques, gradual release of responsibility, evaluation of text complexity, creating text dependent questions, academic register, and social-emotional learning support through the Virtues Project. Training was also provided for navigating and using our new school management program, and understanding and using the MVRC program.

Professional development in mathematics was increased during the annual pre-service PD for the 2011–2012 school year. Pre-service professional development in the fall of 2012 focused on the new Common Core Standards for both mathematics and ELA. During the 2012–2013 school year, all teachers and administrative staff participated in various professional development provided by the Pima County Superintendent's Office on the Common Core Standards. These PD sessions for teachers included a total of eight hours in the Language Arts Common Core Standards, and eight hours in the Mathematics Common Core Standards. The training for administrators provided by the ADE, which the Executive Director attended, was a full-day session on both English Language Arts and Mathematics Common Core Standards. All participants received supporting materials to assist in the implementation of the new standards.

Renaissance Learning's newest math package, Accelerated Math Live, was purchased in the spring of 2013. A full day on-site professional development was held during the second week in June, during our end of year wrap up. Follow-up on-line webinar trainings were held in September and October, 2013.

Plans for the next pre-service professional development, before the beginning of the 2014-2015 school year, include intensive teacher and assistant staff training in use of the newly added components of Accelerated Math Live to support struggling math students, and use of the Galileo K-12 program. We will also continue our refinement of the balanced literacy approach with continued work on improving close reading techniques, building students' academic language skills, and increasing the focus on Writing Workshop component. We will also work to strengthen writing and reading across the curriculum, and improve math intervention techniques.

Section 2: Proficiency
Subsection 2b: Composite School Comparison in Math & Reading

Several significant factors result in the need for specialized remediation to address special instructional needs and to meet below grade level performance due to gaps in learning. The positive environment provided by our unique programs, designed to support this remediation, provides a foundation for such student academic growth.

When the stressors of poverty and behavior issues are combined with language acquisition needs and/or special education needs, rigorous academic support must be provided to ensure student growth. In addition to the academic programs, described in detail in other sections of this document, primarily in section 2.a., other social and enrichment programs can help to boost academic learning by building social skills and student self-confidence. Such enrichment programs are in place at Children's Success Academy, and are continuously sought, revised and enhanced, to provide further assistance to all our students.

As noted in detail above (Section 1), our mission is to take students who have been identified with challenging behaviors such as ADD/ADHD, ODD, etc. and/or who have been expelled from other schools, and to provide an alternative to drug therapy through our positive behavior modification, character-building/ anti-bullying and nutritional programs. Historically, as many as 50 – 60% of our students have had behavior issues. As many as 30% of those students have had relatively severe problems. Our integrated positive behavior program has been highly successful in fulfilling this mission, and is described in detail in Section 1. In addition to our core programs, this year we added the Healthy Play initiative, sponsored by Representative Ron Barber's Fund for Civility, Respect and Understanding, and the Pima County Superintendent's Office. *Healthy Play: A Peaceful Solution to End Bullying Project* is a program funded by a grant awarded to several schools in TUSD, Marana USD, and one charter school, Children's Success Academy.

Over the course of the past 14 years, we have only expelled one student, and that was our first year. We have become very skillful in working with students and parents to turn around negative behavior. Students work together to recognize the problem(s) that occurred, consult about it, then develop and put into place a restorative justice plan to "put things back the way they were, or better." This is done under facilitation and guidance from the teacher, a staff person or an administrator. The student(s) then go back to class.

Most of these behaviorally challenged students are bright, but academically behind because they have been expelled from so many schools. Others have serious learning issues; a small number of these students lack the ability to read fluently because of biological, organic problems. However, these students do learn and love to contribute to the classrooms in their own unique ways. We welcome them all. The addition, in 2005, of an extracurricular art program for all students has provided further support for all students, and has been especially valuable for these last students.

Currently 98% of our students qualify for free or reduced lunch. A large percentage of our students are facing severe economic and social issues directly related to poverty. Many of our FRL students often do not have outside opportunities for educational enrichment and supplementation such as cultural events such as concerts, trips to museums, etc. The field trips that are integrated into the curriculum provide some of these opportunities; parents are also included in them, both as drivers (we do not have busses) and for their own learning opportunities. All families are encouraged to take their children to the public library on a frequent basis. We also work one-on-one with some families to assist them to support their children at home in whatever educational capacity they can, and provide opportunities for every family to have access to free books through collaborative programs such as the one offered by Bookman's, a used book exchange in Tucson.

Another factor for consideration is the school mobility rate. Though we have a fairly strong stability rate of 92.5%, our rate of mobility – students enrolling in the school after the first day and/or exiting before the end of the year – is 40.5%. In comparison, a district elementary school nearby has a much lower 18.3% mobility rate. This turnover of students is challenging to the educational setting as new students can temporarily interrupt established classroom communities, which is especially true when an enrolling student arrives with a behavior

problem, as is common with students enrolling in our school, particularly in mid-year. In addition, students who transfer frequently between schools during the school year are at greater risk for academic and behavioral problems, and may be as much as a year behind their peers as a result of frequent school changes.

We do not provide transportation to and from school, therefore many of our students are from the immediate neighborhood. However we serve students from outlying suburban, more prosperous areas, several of whom have attended, and are attending, Children's Success Academy from kindergarten through 5th grade. We have several families bringing their students from Marana, in the north, and Sahuarita, in the south, both over 45 minutes away, because of our behavior program.

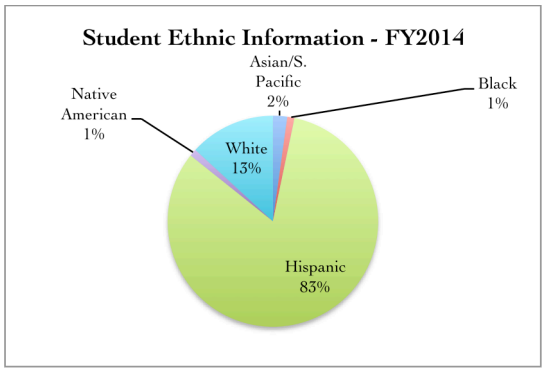
Student growth (SGP) for FAY students as measured by the AIMS Reading assessment was 29% in 2013 compared with 33% in 2012. This four percentile decrease led the Leadership Team to the decision to revamp our remedial reading support programs. This is discussed fully in Section 1.a. above.

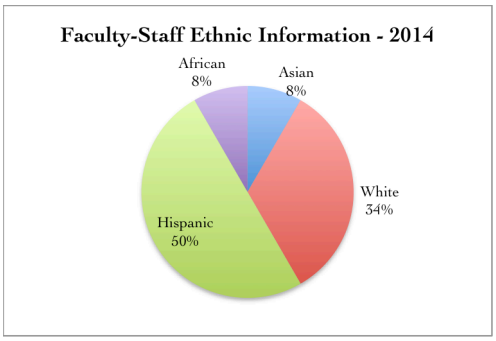
There was a two percentile point increase in FAY SGP in math between 2012 and 2013, from 27% in 2012 to 29% in 2013. The new supportive math program is being introduced to students this year, that includes the addition of Accelerated Math Live, and our newly designed I-MEADs monitoring system, both of which are being piloted this year by the 4th and 5th grades, and will be introduced to the remaining grades next school year. See Section 2.a. for a detailed discussion.

The population of ELL students is 52%. As reported below in Section 2c, 62% of ELL students met the AIMS Math assessment in 2013, while 39% of the ELL students met the AIMS Reading assessment in 2013. Our predictive data (see Section 2c) indicates that in April 2014, 57% of ELL students will meet or exceed on the AIMS Reading, and 50% will meet or exceed on AIMS Math. The high percentage of ELL students requires additional reading support. Although the legal requirement, through Move On When Reading (MOWR), is for students from kindergarten through 3rd grade, we are assessing and supporting all students who qualify for tier II & III support through MindPlay (see Section 1.a., pg. 2 for details) and other intensive tutorials in both math and reading. This is critical for our students, most of whom have little to no support at home.

Our SPED population is 12%. In April 2013, 25% of the SPED students met the AIMS Reading assessment, while none met, but 25% approached on AIMS Math assessment. The predictive data (STAR Reading Predictive Assessment, and Blast Off! AIMS practice tests) collected in early March, 2014, indicates that 67% of SPED students will meet the standards on AIMS Reading in April, while 50% will meet the standards on AIMS Math.

Over the years we have had diverse ethnic backgrounds, both in our student population and in our faculty. Student ethnicity is currently 83% Hispanic, 13% Caucasian, 2% Pacific Islander, 1% Native American, and 1% Black. Among our current faculty, ethnic backgrounds include Korean, British, Mexican and Cameroonian. In the past, we had a teacher from India, and one with a Swiss/French background. As a result of this diversity, in 2009 we developed a quarterly "Country of the Quarter," where a different country is studied each quarter, integrating similarities and differences into the regular curriculum. Examples of countries studied to date include Korea, India, Cameroon, Mexico, China, Botswana and Brazil, to name a few. At the end of each quarter, an evening presentation is given to parents and the community, where students present what they have learned about this particular country. This program has been very well received, and includes food tasting from the country of study – modified, when necessary, to meet our nutritional program. This is also an important educational piece for our students from poverty, who may not have been exposed to many other world cultures.





Our nutritional program is one of the foundations of our school. Although the research is often controversial, we have found that changing students' eating habits has a large impact on their behavior. We do not have a cafeteria, nor do we provide catered lunches, primarily because we are seeking to educate families about healthy nutrition and eating practices. It usually takes about a year for our nutrition program to be fully accepted and integrated by our families, and for them to realize that healthy eating really does help their children. We encourage whole grain bread for sandwiches, whole, raw fruits and vegetables, and discourage the use of highly processed foods.

During our first year, we found that students were bringing healthy lunches, but that by mid-morning behaviors began to escalate. During our first year, one of our students announced that he knew he couldn't have sugar (the "white kind") at school, so he always put extra sugar on his already sugar-coated cereal at breakfast. We now ask parents, when they pack lunches, to include a healthy snack. We found that a healthful snack, such as nuts, cheese, fresh fruit and raisins, helps tremendously; students are much better able to remain focused. We always have healthy food on hand to supply lunches for those who are unable to bring something, or who have brought foods that are not healthy. The "unhealthy" foods (such as sugary drinks, white bread sandwiches, etc) are saved and returned to the parents at the end of the day, with an explanation of why they are not allowed at school, and assurances that their child has been fed. We do not allow any student to go hungry!

During our Parent Orientation, before the first day of school, we include a presentation on our nutrition program with ideas for lunches and snacks. We also present "yes foods" and "no foods," purchased at the local supermarket that is used by most of our parents. Prices are compared, and it is demonstrated that eating healthy is NOT more expensive than eating "not so healthy" food. One year, the faculty presented a skit where they spontaneously invited parents from the audience up to taste and judge their food suggestions that they had prepared ahead of time. The judges then voted on their favorites. All families were given copies of the recipes presented. Our kindergarten collects "yes foods" and "no foods" empty packages and displays them outside their classroom door, as they learn what is healthy and why it is healthy. All classes learn how to read labels and to know what most of the ingredients are, and how to appreciate fresh fruits and vegetables.

Our diverse population, with the commonality of behavior issues and high poverty rates, faces academic challenges as a result. However, we find that as the behavior turns around, through the use of the language of virtues, the positive behavior modification, and better nutrition, academic success follows. Our former students, who return to visit, share their successes with us. Many are successful college students, some on full scholarships, and all are grateful for the foundation provided by Children's Success Academy.

Section 2: Proficiency
Subsection 2c: ELL Math and Reading

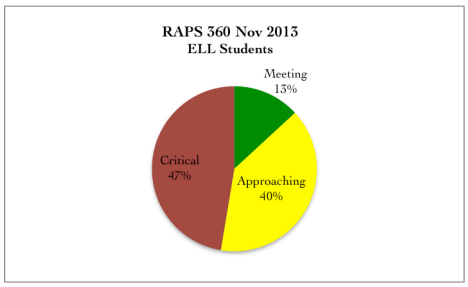
Potential English Language Learners (ELLs) are identified based on the Primary Language Other Than English (PHLOTE) surveys, which are part of our enrollment packet. If on the PHLOTE survey a parent/guardian indicates that English is not the primary language spoken at home, a records review and/or Arizona English Language Learner Assessment (AZELLA) placement testing is conducted to determine eligibility and proficiency levels. Currently, 66% of students have Spanish listed as their primary home language, and 52% of those students are categorized as ELL.

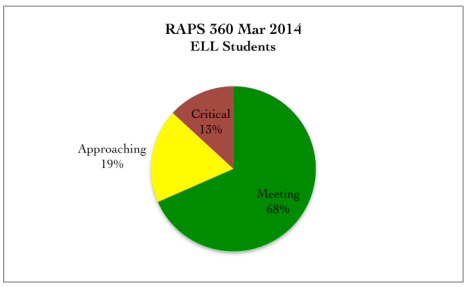
All of our teachers and administrators are trained and certified in Structured English Immersion (SEI); half of our faculty and all of our administrative support staff are bilingual (Spanish). The SEI methodology is an important part of our instruction and teachers use these techniques to encourage increased production and understanding of the English language through full immersion. It is also used for producing structured and sequential lessons.

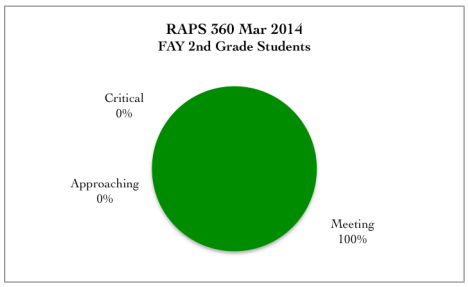
Upon enrollment, the ELL coordinator, teacher, and parent(s) meet to discuss the needs of the student along with the parent's wishes. Permission is solicited for the student to receive ELL services, and the parent-teacher-ELL coordinator team then develops an Individual Language Learner Plan (ILLP). The ELL coordinator issues an ILLP binder containing the ILLP that describes the ELL services decided upon, in order to record steps taken to meet the needs of the student. ILLP results are reported to parents via report cards, and the plans are updated quarterly, or as needed, to address the needs of the individual student. ELL information is also an integral part of the I-READs and I-MEADs, and thus influences the course of instruction prescribed for each student by the teacher and principal during their weekly Data Dialogues.

ELL students are pulled out daily for reading instruction with a bi-lingual paraprofessional, under the supervision of a highly qualified and effective teacher, to work on Renaissance Learning's English in a Flash program. This language acquisition tool helps students learn vocabulary and grammatical structures effectively, using both audio and visual aides. In the classroom, teachers use strategies such as visual scaffolding to assist their ELL students to grasp important concepts and vocabulary. Response frames and language modeling are also used to guide them in discussing their work, and acquiring academic language skills.

ELL students are scheduled for daily MindPlay Virtual Reading Coach (MVRC) participation. This year we found that the addition of MVRC for ELL students has been very successful. As aforementioned (Section 2.a.), because the program utilizes actual speech pathologists as video-based instructors who not only teach phonemes, but also how the sounds are formed and produced by English speakers, it was also judged to be the most effective among the programs researched for addressing the needs of our ELL students. According to our current year data in reading, per MVRC RAPS 360, our ELL students have shown 0.81grade level growth between mid-November and mid-March. Exceptional growth was noted in the 2nd grade class where 9 out of the 11 students are ELL and 100% are reading at/above grade level. The percentage of ELL students school-wide scoring at or above grade level on the RAPS 360 rose from 13% to 68%, a significant growth of 55 percentile points.



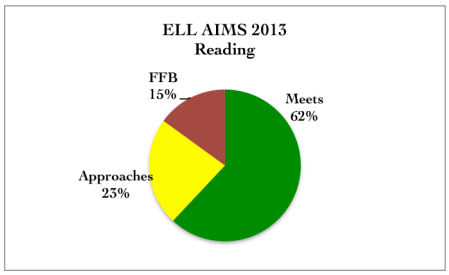


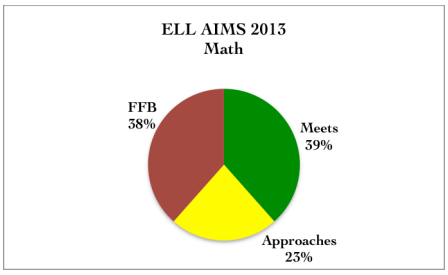


RAPS 360 ELL Growth Data – Left to right: All ELL students November, All ELL students March, and ELL 2nd grade students, March

Analysis of 2013 AIMS reading data for FAY ELL students showed out all students (grades 3 – 5), 62% met the state standards, 23% approached, and 15% fell far below. AIMS math data for 2013 reported that 53% of ELLs met the state math standards, 24% approached, and 29% fell far below. Disaggregation of data at the grade level indicates that 100% of 5th grade ELLs met the standards in math.

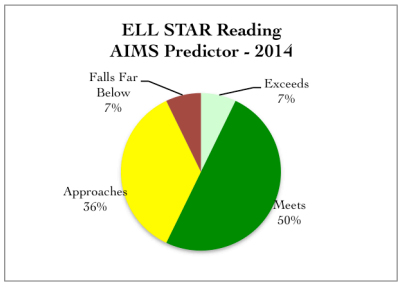
All of the ELL students in the FFB reading category were 3rd grade students. As is discussed in Section 1 above, all at-risk and struggling students have been placed in rigorous, intense remedial programs, including before or after school tutoring, in reading and/or math.

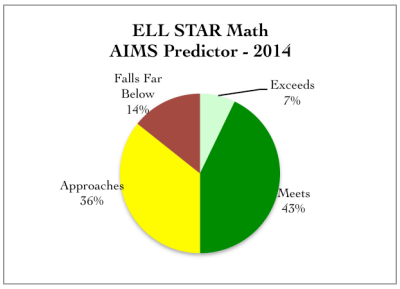




ELL AIMS Performance Data - 2013

Data from the STAR Reading AIMS predictor assessment (early March) indicates that 7% of our FAY ELL students will exceed on the AIMS Reading assessment in 2014, 50% will meet, 36% will approach, and 7% will fall far below. Data from the STAR Math AIMS predictor assessment (early March) indicates that 7% of our FAY ELL students will exceed on the AIMS Math assessment in 2014, 43% will meet, 36% will approach, while 14% will fall far below. Further intense tutoring is being provided to those who were predicted to fall far below.





FAY ELL prediction of performance on spring 2014 AIMS Reading (left) and AIMS Math (right).

During the summer pre-service training, workshops were held focusing on academic register to address and encourage growth in Cognitive Academic Language Proficiency. Techniques such as response frames and language modeling are now an integral part of our instructional process. This is a regular subject of discussion in our Wednesday Professional Learning Community meetings. These meetings are also a forum in which we continually analyze and revise data regarding our ELL population.

In addition to our pre-service training, faculty members are offered presentations by outside facilitators, articles, and hands-on activities to continue growth with SEI methodology during Professional Learning Community meetings. Guest facilitators have given instruction on how to teach writing to bilingual children through hands-on activities, and how to increase vocabulary and language skills.

Teachers have been very creative in using visual scaffolding and templates in math to help students strategize and problem solve. All math learners, regardless of language ability, benefit from strategies such as visual scaffolding and use of templates to guide them from concrete to more abstract mathematical problem solving. These strategies, however, become even more essential for ELL learners who are also learning the vocabulary of these processes. Students are guided through the use of manipulatives. Manipulatives are used as a toolbox of ideas for solving problems. Items such as rulers, protractors, compasses, dice, counters, unifix cubes, tangrams, Cuisanaire rods, and base ten blocks are used along with response frames and visuals to support a deeper understanding of math concepts and its concomitant language. Students show their work through charts, line, bar, pie, vertex edge graphs, and Venn diagrams. Teachers also use formative and summative assessments to evaluate student retention of newly taught concepts and to plan remediation accordingly.

Section 2: Proficiency
Subsection 2d: Subgroup FRL Reading & Math

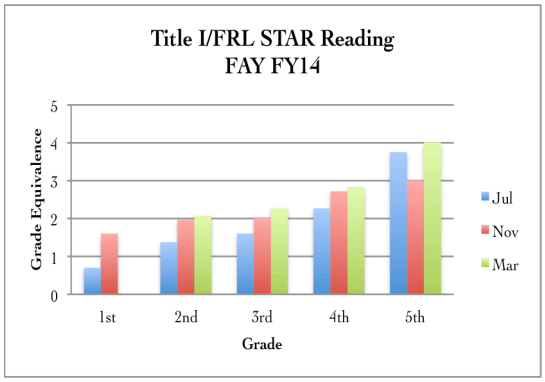
Consideration of curriculum and instruction for FRL students is essentially planning for the entire school, as only two students do **not** qualify for free and reduced lunch (FRL). Therefore, all issues addressed in the other sections apply directly to our FRL population. Performance data on AIMS is unchanged when removing the two non-FRL students, and their removal also does not significantly affect schoolwide data.

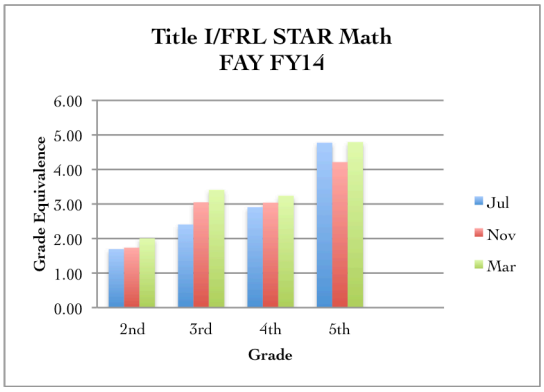
Parents are recruited during our annual Title I meeting and Parent Orientation prior to the beginning of the school year to serve on various school committees, including the ESEA Committee. Parent input is very important, as their perception of student academic and social needs is from a different viewpoint. The ESEA team, which includes parents, teachers, administrators and other community members, helps in developing better support for all our students. The ESEA team is also working on collecting data and developing strategies in preparation for the schoolwide status application.

Factors that we must consider when planning for FRL student academic support include the many issues related to poverty, such as significant absence and tardiness that sometimes necessitates home visits and assistance of law enforcement, and a lack of follow through after meetings; and lack of access to technology and/or internet connectivity. One way that we help bridge the technology gap is by allowing parents to use school computers on site when requested and when available. We also provide information to all FRL families about Cox Communication's Connect2Compete program, which is specifically designed for families who qualify for the National School Lunch Program. Several of our families are taking advantage of Connect2Compete.

Students who receive Title I services are selected from those qualifying for FRL. Students are selected for Title I services based on beginning of the year assessments and the previous year's AIMS scores. Those FRL students placed in Tier II or Tier III categories for reading and/or math remediation, as a result of the data review process, qualify for Title I services, which includes the processes and remediation programs described in detail in Section 2.a. While not all Title I students are in the sub-categories of ELL and/or SPED, many fall in all three categories. In the past, including the beginning of this school year, Title I eligibility depended on valid and reliable assessment data using STAR Early Literacy, STAR Reading, and STAR Math assessments. RAPS 360 assessment data is now also being used for progress monitoring and diagnostic testing.

Title I/FRL students in school year 2012 – 2013 comprised the bottom 25% of our students. Spring 2013 AIMS Reading showed that all of these students approached the standards in reading, with none falling far below. Spring 2013 AIMS Math saw all of the bottom 25% falling far below in math. The previous year's AIMS data are included as part of the I-READ and I-MEAD tracking documents that are set up at the beginning of the year. Priority ranking is given to Tier III students, followed by Tier II, in reading and/or math, though all students are rigorously involved in the continuous process of assessing, monitoring, and adjusting to determine the individual supplemental needs required to bring them up to meeting the standards.





FAY Title I student growth in 2014 in reading (left) and math (right) as reported by STAR Reading & STAR Math, respectively.

Addressing needs of the FRL/Title I population also drives our search for grants. In 2004, we received a federal Education Technology Grant, that provided computers and peripheral hardware, Renaissance Learning's Accelerated Reading program, STAR Reading Assessment, STAR Early Literacy Assessment, the related professional development for faculty and staff, and $10,000 of library books. This boosted our AIMS reading scores in 2005, and has served as a foundation of our reading program. A grant from Raytheon the following year provided the addition of Renaissance Learning's STAR Math Assessment. Although now most Title I families have computers at home, and/or smart phones, or access to computers, as reported on our recent technology survey, this was not the case in 2004. The receipt of these grants helped advance FRL/Title I student academic achievement.

To address science needs, Children's Success Academy spearheaded the building of a consortium of five small rural districts and three charter schools that successfully applied for a federal Math and Science Partnership grant in 2005, for the provision of intensive training of teachers in basic science. Our surveys of all these schools found that the overwhelming majority of our teachers (K – 6th grade) had little to no college level science training. Professional development in science and science literacy in life sciences was provided to 45 teachers during a two-week summer intensive 40 hour per week workshop, with six separate two-day weekend intensive workshops during the school year. This professional development provided core knowledge in basic life sciences for the individual teachers, along with teaching materials and instruction in how to incorporate literacy and writing into their own classroom science lessons. The fiscal agent for the grant was the Pima County Superintendent's Office. The consortium successfully applied for a two-year renewal grant, where the same format was used to teach physical sciences the second year, and earth/space sciences the third year. Northern Arizona University (NAU) provided the professional development, assisted by local staff, including the director of Children's Success Academy, who presented curriculum during the life sciences summer program. All teachers were able to receive graduate credit for the classes through NAU. This three-year program greatly strengthened the teaching skills, most especially in the sciences, for all our teachers. The immediate effect was an increase in the 4th grade AIMS science assessment scores. Another effect has been in the integration of literacy into the science curriculum, which in turn has contributed to teacher understanding of the need for and use of informational text close reading.

The school offers field trips and attendance at cultural events not only to provide horizon-expanding experiences but also to provide a chance for our students to interact socially in a variety of settings outside school. The practice of the virtues and social skills develops their social etiquette, and provides experiences that these students would usually not be exposed to otherwise. We provide a balanced mix of the arts, such as music, art, theater and dance, as well as visits to museums, parks and other destinations, all of which are tied to student academic learning. Because we sometimes lack funding, we also invite outside experts to come to the school to give presentations addressing the same areas.

For several years we were fortunate enough to receive grants to participate in the Tucson Symphony Orchestra (TSO) education program. This involved several visits during the school year to CSA by small groups of musicians, to explain their instruments and introduce classical music to our students. The on-site visits were followed by concerts either at the TSO building (KinderKoncerts, Kinder – 2nd grades) or at the Tucson Convention Center (3rd – 5th grades). The TSO staff has also been impressed with the unusually good behavior of our students during large concerts.

The receipt in 2002 of a small arts grant from the Rose Petal Education Foundation, and the overwhelming school community excitement and response to the art project it supported, served as the impetus for the addition in 2005 of an art program. The Rose Petal Education Foundation was interested in testing the hypothesis that ADD/ADHD students are more creative than non-diagnosed students. The success of this project led us to eventually hire the artist with whom we worked during the Rose Petal project.

The fine arts program has been an extremely valuable addition to our curriculum, especially for our challenging students, our SPED students, and our FRL students, exposing them to fine arts as well as encouraging their own creativity. The art teacher, a Rhode Island School of Design graduate, and the curriculum she develops in collaboration with the classroom teachers, has served to support positive behaviors and to help those students who

have difficulty academically to shine creatively. This in turn assists in increasing student academic performance, and has been valuable for our FRL students.

One of our "homegrown" cultural events is our quarterly cultural night, which has greatly enriched our school community in terms of experiences and exposure. Because of the diverse faculty, these events can be personalized, especially when one of the teachers has direct experience with that country and can share personal details, costumes, foods, etc. Mexico was the final country presented during the first year that we added this component to our curriculum. And, of course, with our large Hispanic population (mostly Mexican), this one was a big hit. The parents took on the food tasting part of the presentation, and shared food from many different areas of Mexico – a very diverse evening, showing that not all Mexican food consists of tacos. Quarterly cultural nights are described in further detail in Section 2.b.

One of the problems with our school community, that we continually seek to address, is that of parenting skills among some of our parents. This spring we received a grant from the Easter Seals Blake Foundation, which is providing a 14-week parenting class for our parents, and any others from the surrounding community. It is being given on-site at CSA by bi-lingual educators, with child care for small children and food also being provided. One of the issues we have with students entering kindergarten is a lack of any pre-kinder educational experiences. The surrounding Head Start programs tend to fill up rapidly, and many of our families either don't know about Head Start, or were unable to enroll because of space issues. Often parents do not know how to support their child at home educationally, or are afraid to do so because they do not speak English themselves. Our bi-lingual administrative assistant is knowledgeable about programs such as Head Start and the Arizona Child Find process, and serves as our Homeless Coordinator.

This year, as mentioned above (Section 2b), we received a Healthy Play grant, with a focus on cooperative play and anti-bullying. Teachers and students have received training in the program and are implementing it on the playground. It is further supporting our other positive behavior programs.

Parents are encouraged to volunteer in the classroom and at recess, under the close monitoring of the teachers and staff. Students and parents are generous with donations of plants, classroom supplies and other items as needed. In the fall of 2011, the 5th grade class independently designed, donated plants and created a garden in memory of our school counselor. The collaboration and support received by the surrounding community is an impetus for our continuation in serving this area of Tucson.

Section 2: Proficiency
Subsection 2e: Subgroup SPED Reading and Math

Our Special Education program currently serves 12% of our school population, which is comparable to our neighboring school district (Sunnyside USD). Our new director/principal is certified in Special Education, and has many years of experience as a Director of Exceptional Student Services. He also serves in that function for our school. The school contracts with related service providers, such as speech language pathologists, occupational therapists, and school psychologists, as needed.

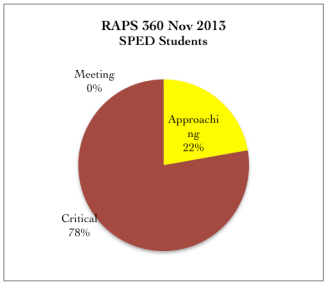
Our SPED program follows all federal and state guidelines/timelines. Upon enrollment in our school, but before the 45th day of enrollment, each student's assigned teacher completes a 45-day screening. This screening focuses on the areas of vision, hearing, communication, motor development, adaptive development, social/emotional functioning, and cognitive/academic functioning, which are essential for a student to access and engage properly with the classroom environment and curriculum. If a student's screening indicates an area(s) of concern, the screening form is forwarded to the Special Education Director. If a review of records, communication with the student's parent, and/or additional screening indicates that further investigation is warranted, then a Student Intervention Team (SIT) meeting is convened to discuss the student's difficulties and design a documented plan of interventions and strategies to be measured for a specific period of time. The SIT includes, at minimum, the student's primary teacher and parent, and the SPED director, though related service providers and other members of the faculty and administration may be assigned based on the student's identified difficulties. After the intervention period, or earlier if tracking of the intervention indicates, the team reconvenes and reviews the child's progress. If the interventions prove effective, the process stops, and the interventions and strategies are continued. If the child has not made sufficient progress and the SIT is unable to identify any additional or alternate accommodations or strategies to address the area(s) of concern, the SPED director initiates the formal evaluation process, which is conducted within the timelines prescribed by the IDEA. Depending on the student's identified need(s), testing might address the areas of academic achievement, cognitive ability, speech/language ability, behavioral-emotional functioning, or social skills functioning, and are conducted by fully certified evaluators using standardized testing instruments. These results are combined with reports from parents, faculty, and medical and mental health professionals, as appropriate, and evaluated by a Multidisciplinary Evaluation Team (MET) to determine eligibility. If a student is found eligible, an Individualized Education Plan (IEP) is constructed by the MET/IEP team to determine goals, accommodations/modifications, necessary services, and amount and frequency of those services. Any faculty member or parent, however, can report suspected student disabilities or request testing for a disability at anytime during the school year by contacting the SPED director. After reviewing the report or request, and conducting any required screening or observation, the SPED director may choose to initiate the child find process by scheduling a SIT meeting or beginning formalized testing. However, after reviewing records, observation notes, and screening results, the SPED director may decide to notify the party reporting the suspected disability through a Prior Written Notice (PWN) stating that the school will not pursue formal testing and explaining the reasons for that decision.

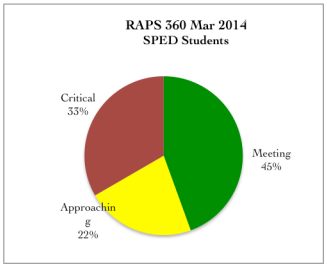
Special education services at our school are generally full inclusion (service category A) with targeted pull-out and push-in services provided as appropriate. SPED students are included in all regular class and extra-curricular activities, except when participating in specialized therapy or pull-out instruction. As discussed above in Section 2.d., the addition in 2005 of the extracurricular art program has provided an additional support for all students, but especially for those with special educational needs. This gives such students an opportunity to excel creatively. The art teacher works closely with both the regular classroom teacher and the SPED director when developing her curriculum plans for these students, so that all areas are interactively supporting each other.

Students with identified needs in the area of reading are given specialized curriculum using multiple programs, resources, and strategies focused on addressing their specific deficits. This specialized instruction is fully adapted to their individual needs and goals, but uses the materials and methods of the regular classroom as much as feasible to provide them with consistency. Additional instruction is provided from sources such as Saxon Phonics & Spelling, Common Core Support Coach, Buckle Down Reading, and Accelerated Reader. The web-based program English in a Flash (EIAF) from Renaissance Learning is used to increase vocabulary. Additionally, all SPED students with goals in the areas of speech, language, and/or reading are also assigned to Mindplay Virtual

Reading Coach (MVRC) daily. MVRC is mastery based and uses continual feedback from student responses to assign targeted exercises in phonemic awareness, phonics, fluency, comprehension, eye tracking, vocabulary, and grammar. It is based on the Orton-Gillingham approach, which research indicates is effective for instructing students with dyslexia. The MVRC program has been well received by the SPED population, and indeed, they have shown one of the highest growth rates of any group, gaining an average of 1.06 grade levels as of early-March.

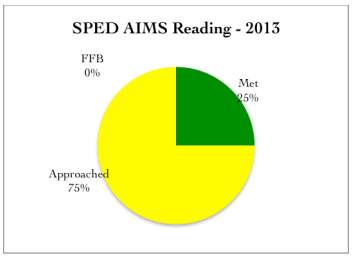
There are three FAY SPED students who will be taking the AIMS test this year, and who have needs and goals in reading. All three were found to be performing in the critical range when first tested on MVRC in November 2013. On average, these students showed a 2.33 grade level growth according to their last RAPS 360 assessment. It is notable that the student still listed as critical on the pie chart below made two grade levels of growth during that time.

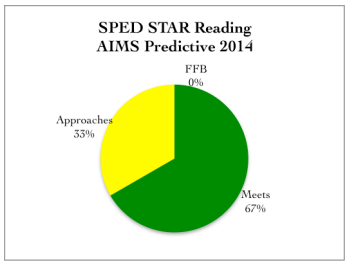




SPED Reading Gains as measured using RAPS 360: November 2013 (left) and March 2014 (right); 1.06 grade levels gain

Last year, with a very small number of FAY SPED taking AIMS, data showed that in reading, 25% met the standards, while 75% approached. STAR Reading AIMS predictive reports predict that 67% of our FAY SPED students with need areas in reading will meet the standard for AIMS Reading this year.



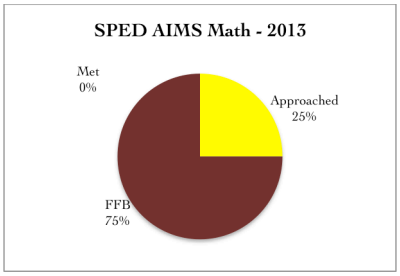


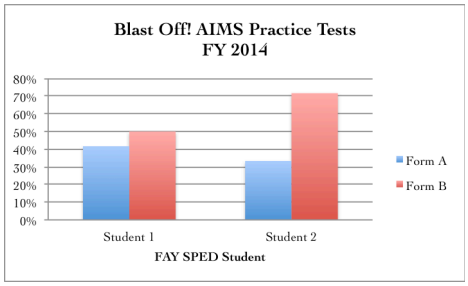
SPED AIMS 2013 data in reading (left) and 2014 predictive data (right).

For math, as with reading, specialized instruction is given to address student deficits while utilizing the materials and methods of the regular classroom as much as feasible in order to provide consistency. The Saxon Math program is being used in the classroom and remedial math instruction is aligned closely around it. SPED students, however, may be given accommodations and modifications such as increased time, in order to complete work and practice concepts. Accelerated Math Live is an additional web-based program used for remedial math. Manipulatives and cognitive task-specific graphic organizers are used for hands-on math instruction.

On AIMS Math assessment in 2013, 25% of SPED students with goals in math approached the standards, while 75% fell far below. There are two FAY SPED students taking the AIMS Math test this year, who are eligible for SPED services in math. They are making sufficient progress on their IEP goals, and STAR Math data shows that those students are on track to make one year of growth. STAR Math predictive testing does not show either

student as meeting the standard for the AIMS Math test. However, there was an increase in growth on Blast Off! practice tests for both students.





Our SPED director and therapists meet regularly with classroom teachers to ensure that attention is given to any modifications and/or accommodations required in regular classroom settings so that students are able to access the regular curriculum with appropriate support. The SPED director regularly monitors student progress through multiple sources such as bi-weekly RAPS 360 progress monitoring, frequent diagnostic testing conducted through STAR Reading, STAR Early Literacy, and STAR Math, and data obtained from therapy notes and classroom performance reports from teachers in the weekly Data Dialogues. Students have access to computers and tablets, and other assistive technology for independent instruction sessions and all regular classes. SPED students receiving extra tutoring in math & reading, in addition to services provided as required by the student's IEP.

The SPED director stays informed and up-to-date on special education law, methodologies, and instructional practices through continual participation in professional development opportunities such as the Special Education Directors Institute, and other conferences, workshops, and webinars sponsored by ADE-ESS, and continuing education courses, such as the SELECT classes provided by Northern Arizona University. Teachers and therapists are also encouraged to participate in SELECT classes and to attend conferences/workshops, as available, to improve their professional practices. During pre-service training, the SPED director meets with the faculty to review child find procedures, as mandated by law, and to present instructional practices to use in the classroom with students who have disabilities. Throughout the year, topics related to SPED implementation are also studied in the school's PLC meetings. When deemed necessary, individualized training and guidance in SPED strategies and practices can also be presented as part of the weekly Data Dialogue meeting, along with discussion about individual students.

Section 3: State Accountability – Grade

Children's Success Academy, Inc., an Arizona educational non-profit in good standing, is accountable to the state of Arizona through the Arizona State Board for Charter Schools for the successful education of our students. Children's Success Academy, Inc., is a one-site LEA, established in Tucson to provide students with challenging behaviors a chance to turn those behaviors around to then enable academic learning. The Corporate Board, while ultimately accountable to the state, meets several times a year to oversee the activities of the Children's Success Academy Governing Board, which it appoints on an annual basis. Actions of the Governing Board are ratified by the Corporate Board. The Governing Board meets monthly, and is accountable for the daily running of the school. The Directors are accountable to the Boards, and the Principal Evaluation System. They are responsible for the implementation of approved systems of education that include recruitment and continuous evaluation of highly qualified and effective faculty and staff; the implementation and continuous development of rigorous curriculum in line with state requirements to support optimal student growth and learning achievement; and are ultimately accountable to the students, their families, and the surrounding community. Teachers are accountable to the administration and the school through the Teacher Evaluation System.

Children's Success Academy is dedicated to serving those students who often slip through the cracks at other schools – those with challenging behaviors. It is a privilege to assist all students, but in particular these students, to learn to focus their energies into positive channels, which in turn allows them to begin to achieve academic success. We are proud of the students who have gone through our programs and have integrated the virtues and healthy nutrition into their lives. It is a joy to hear from each one about their current successes, in the work place and in college.

Our current status is a Pre-Intervention school, based on the receipt of a D letter grade for the past two years. While turning challenging behavior around takes time, this is no excuse for not serving our students better. Several steps have been taken to address this need. These include hiring a new director, who is working diligently with all faculty and staff to introduce new systems of support and monitoring of student academic progress, including professional development (PD). PD planning in the past has grown out of end of the year analysis of what worked and what did not work during the past school year, as perceived by the teachers and by the administrative staff. Teacher evaluations provided further impetus for selection of needed PD. With the implementation of our adopted Teacher Evaluation system, professional development is now an innate part of the Data Dialogue, Professional Development Community and evaluations.

We have worked with the University of Arizona Dept. of Education by sponsoring student teachers in our 1st grade classroom; the U of A College of Nursing through workshops students and their mentors presented to our students and their families; and we are involved in an on-going language acquisition study headed by Dr. Mary Alt, involving 2nd and 3rd grade students. A graduate student in the U of A College of Public Health worked for a year with our school community, including parents, students and CSA alums, to develop a plan to respond to the health needs of our children. The result was "CSA Families United for Healthy Living: A Children's Success Academy (CSA) Health Advisory Coalition," a document that served as the basis for her master's thesis.

We also received a grant from PATH for the 2013 – 2014 school year, to provide a master teacher to support our 4th & 5th grade students in developing writing skills. (Personal Accountability To Happiness) is a non-profit organization that serves children by providing support to schools and classroom teachers with their academic goals and objectives. The PATH programs supports teachers with the implementation of academic standards and test preparation that seamlessly integrates with social responsibility curriculum. PATH emphasizes the relationship between learning and the transformative power of personal accountability and virtue to successfully meet the goals of building a community of compassionate, responsible citizens of the world. PATH supports the daily lesson plans, classroom management, and learning objectives that are already established so that a teacher does not feel overwhelmed with additional curriculum. She works with these students once a week for approximately two hours. We are looking into hiring her next year as a part-time employee to continue with this work.

The original vision and mission statement of Children's Success Academy was focused around development of a system to support students with challenging behaviors to turn those behaviors into positive, productive behavior to allow them to achieve academic growth. This mission is being fulfilled, and we are now prepared to expand and adjust our vision and mission. Our vision is to become a "gem" for the southern Tucson community by providing academic programs and resources for the intellectual, social, emotional, physical care and growth of the students and families in our neighborhood. The mission of Children's Success Academy is to prepare our students, no matter their present academic and language abilities or social/emotional and economic difficulties, for future success in college, career, and family and community interactions through the presentation of high quality, rigorous instruction in academics, health, nutrition, the arts, personal virtues and citizenship by utilizing the professional skills of a dedicated faculty and staff, while employing the resources of the entire campus.

We have already begun to lay the foundation of this mission and vision through partnerships with groups like Trees for Tucson and the Watershed Management Group. Recently, Children's Success Academy was chosen as one of several Arizona schools to receive a grant this spring from the federal US Game and Wildlife Service through the Watershed Management Group. The ideals of this grant dovetail perfectly with the campus/community improvement plans we had initiated at the beginning of this year. It is very much in line with our Vision Statement, and is providing the funds and professional experience to help us become that "gem" for our southern Tucson community by expanding the resources and programs available to the surrounding community. This grant will assist us in establishing shade for our playground area, an exercise path around the soccer field, and a habitat for native flora and fauna that will offer a hands-on learning environment and will serve as a model of proper water harvesting techniques. Trees for Tucson is contributing shade trees for this purpose, and is involved in the planning of the project. The academic focus of the grant is to teach students about native plants and wildlife in an urban setting, and how to effectively use rainwater to reduce outdoor water use. Native Arizona mesquite trees will be planted and when established, the mesquite beans will be used to make and share mesquite bean flour with our school community. The Watershed Management Group is collaborating with teachers and our grounds team to provide student workshops both in the classroom and outside.

These actions are a part of our vision for the future of the school aimed at using our physical campus to create a community resource here in our section of Tucson that reaches beyond the role of traditional education, and transforms an area of the city in need of beautification. Our vision also includes adding a community garden area where members of the community can grow their own vegetables, using the mesquite tree pods to create flour for the school community, and initiating a farmer's market that is easily accessible to members of the immediate community and that can accept Supplemental Nutrition Assistance Program benefits.