StarShine Academy
Demonstration of Sufficient Progress
(DSP)

Spring 2014

Introduction

StarShine Academy (StarShine) is an alternative K-12 charter school that serves the Phoenix urban community by providing a safe, rich, engaging, and fun learning environment for students who have not been successful within a traditional school setting. Small school size, vibrant curriculum, service learning and behavioral health initiatives provide the basis for lifelong learning and contributory citizenship. StarShine was established as a forerunner in transforming education as it currently exists. We approach the student as a whole, individual child; that is body, mind, spirit, health, wealth, and happiness while combining academic excellence and achievement, character development and awareness, and community engagement and leadership.

StarShine prepares each child to cultivate compassion as well as crisis management. Our philosophy and curriculum are based on our 15 guiding principles and Maslow's hierarchy to help build a successful life. StarShine uses a blended learning approach leveraging technology with teacher-facilitated learning, while accommodating the Arizona College and Career Ready Standards. The curriculum in the high school focuses on college readiness, with graduation requirements that meet and exceed Arizona requirements. Academically, we focus on STEAM (Science, Technology, Engineering, Arts, and Math), while also integrating music, art, and gardening into the curriculum. Study skills are developed school wide as a basis to inspire a yearning for life-long questioning toward discovery and learning. Knowledge is acquired as a community building theme that includes all stakeholders. StarShine is a multi-age school to better prepare the global students for life reflecting diversity in all circumstances. We develop students to become the next world leaders, respected for their knowledge, leadership skills, and personal disciplined ethical behavior. Complementing StarShine's philosophy of learning is a culture of continuous improvement. At every moment of every day we strive to discover and develop better methods for implementing our guiding principles and facilitating learning. We share those methods through our internal professional development and by embedding them in our written process documentation.

StarShine is located in the center of a high poverty, high crime area of the city at 35th Street and McDowell. We have a large number of refugee and minority families in attendance as well as a population that has been educationally underserved. Almost all of our students (98%) are on free and/or reduced lunches. StarShine embraces all incoming learners, giving every child the greatest possible opportunity to succeed.

Since December 2011, we have been on a path of rapid growth, demonstrating that the community needs what we have to offer. In order to respond and meet the needs of our community, StarShine underwent a major construction project this year and expanded the campus to accommodate our approach to learning. We have created a remarkable new campus, combining new and old, high tech and high touch into a powerful environment for learning that supports StarShine's philosophy. As we have expanded, we have continued to improve achievement, as indicated by our spring 2014 AIMS Reading results (which are detailed in this report)

In addition, we have new school leadership and almost a completely new staff. This spring, after a rigorous external review by AdvancED, StarShine earned renewed national and international accreditation. The review team was comprised of a former New Mexico Secretary of Education and AdvancED employees, including the Vice President of Accreditation Management Services, the director of the Arizona office, and a Senior Adviser instead of a volunteer team.

We believe that education is the key to global peace and it starts here at StarShine Academy. We are building on our successes in establishing a strong climate and culture while focusing more intensely on innovation and ensuring alignment with federal and state accountability measures.

1a. Growth-- SGP Math/Reading

To ensure an increase in the percent of students passing the state assessment in math and reading, StarShine has implemented a Continuous Improvement Plan (CIP) that is on ALEAT on the Arizona Department of Education Common Logon Access. The plan includes a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona College and Career Ready Standards into instruction, a plan for monitoring and documenting student proficiency, and a professional development plan that contributes to increased student proficiency.

The Continuous Improvement Plan (CIP) is systematically updated through a comprehensive needs assessment that is compiled annually. The initial needs assessment tool was the Self-Readiness Assessment provided by the Arizona Department of Education. During our reaccreditation process through AdvancED, a second needs assessment was done utilizing their instrument and procedure. Analysis of the results contributed to the development of the CIP and establishment of school goals.

Curriculum & Instruction

Student growth is an important aspect of overall student success. In order to monitor and ensure that each student achieves and demonstrates academic growth, particularly in math and reading, StarShine Academy utilizes curriculum that is standards-based and aligned with the Arizona College and Career Ready Standards. We have spent time and money to work with our teachers to understand the standards and how to implement these standards into the curriculum. The goal of the curriculum is to help all students, regardless of subgroup classification, master the standards required in both math and reading.

Additionally, StarShine will continue to:

- Monitor and improve weekly lesson plans through written and verbal peer reviews of weekly lesson plans, PLC processes and data discussions that have resulted in increased use of MobyMax software and more rigorous lesson plan templates (aligned with the model used by KIPP LA Empower) including time for blended learning, small group instruction, direct instruction, and guided practice
- Survey stakeholders for their feedback using AdvancED tools
- Monitor instructional implementation of the Arizona College and Career Readiness Standards by the teachers with informal and formal observations and evaluations using ADE's optional teacher evaluation process, rubrics, and forms, and standards checklists
- Provide training, modeling and practice using instructional strategies presented during weekly professional development
- Schedule program reviews to evaluate and revise the core curriculum annually (The 2013-2014 review is scheduled for May 30, 2014, while all current staff are available) to assess the need for additional implementation and explicit design to meet the demands of the Arizona's College and Career Readiness Standards

Core Knowledge is the curriculum content provided for K-8. It supports the bullets stated above in providing students with a solid approach to mastering the Arizona College and Career Ready Standards. Core Knowledge also provides a method to monitor student growth and measure improvement within the standards. A+ is the content delivery system for the high school and, like Core Knowledge, is aligned with the standards. With the focus on improving math and reading achievement across the board and within all subgroups, instructional

practices are geared to engage all students and hold them accountable with the understanding that the goal and criteria for learning lies with the student and is supported by the teacher. The focus is on the planning phases of instruction to increase or maintain that growth. We provide weekly protected, job-embedded collaboration time to do quality lesson plan peer review and data analysis to help teachers identify the reading and math skills needing mastery before moving on to the next concept.

Instructionally, our leadership determines appropriate staffing levels based on data gathered about student needs. Use of space, time, fiscal resources, and number and type of staff are key factors addressed. Staffing data and recommendations are included in the budgeting process. Instructional time and school resources are strictly focused on supporting the purpose of the school. We understand that instructional time and engagement with students is paramount to their success. Teachers and staff are focused on education during class time. Instruction and engagement are monitored and analyzed for individual teachers and for the faculty as a whole.

The core instructional program at StarShine Academy is based on 2010 Arizona Academic Standards and uses research-validated, brain-based instructional approaches. Teachers of the elementary grades employ the Core Knowledge curriculum while also having the flexibility to customize their approaches to best meet the needs of the children in their classes. At the high school level, we use the curricular framework provided in the A+ Anywhere Learning Program. Again, teachers in this program have the flexibility to adapt the program to meet the needs and accommodate the interests of the students in the class. In addition to these Tier 1 curricular resources, we have also recently invested in online instructional software—Study Island and MobyMax, and the Galileo assessment system. The instructional software includes lesson plans, assessments, individualized independent learning activities, and academic reporting, thus, providing another layer of support for teaching and learning across all grade levels. Teachers can use these resources to provide whole-class instruction as well as differentiated learning experiences. These online tools allow us to provide more advanced content for all students who are interested and capable. The tracking features in these programs make it easy for us to identify and reward academic successes.

The decision we made for intervention consists of a blended learning approach that includes the use of MobyMax (which is ability level focused) to support growth across grade levels, and Study Island (which is grade level focused) to increase proficiency for students already at grade level. Refer to the MobyMax graphs and data in the data section that follows.

Intervention support is an important component of the math and reading programs at StarShine. After analyzing the 2013 AIMS data, it was clear that math needed to be a focus for the 2013-2014 school year. The highest achieving groups of students were third and seventh grades with 45% and 47% passing rates, respectively, with other grades scoring lower.

To improve SGP, struggling students have opportunities for after school tutoring, from Highly Qualified teachers four days per week. Eleven high school students who had previously not passed AIMS Math attended Saturday and after school tutoring sessions; additionally, we pulled small intervention groups of all students who had not previously passed Math AIMS (including sophomores taking the test for the first time) for intensive instruction on AIMS tested math POs. Study Island, a computer based standards review program, has been implemented for students who have not passed their high school AIMS and is available for all other grade levels to use for both remediation and reinforcement.

Professional Development

Weekly professional development is job-embedded and has included specific training on close reading, engagement, formative assessment, data analysis, and DIBELS. Professional development is also based on the results of the comprehensive needs assessment and academic achievement data provided to the staff. While each staff member has individualized goals regarding professional development based on their students' performance and their annual teacher evaluation, training in the use of technology in the classroom, strategies for effective intervention in the math and reading classrooms, and the integration of the Arizona College and Career Ready Standards into planning and instruction have been made mandatory for all staff. External professional development has been provided for the entire faculty by the Maricopa County Education Service Agency (MCESA) on the implementation of the Arizona College and Career Ready Standards as a method of strengthening instructional content and delivery. The most considerable investments we have made in PD this year have been a partnership with national education consultant and author, Lee Jenkins, to provide training, mentoring, and in-classroom coaching to teachers on the use of data to drive instruction and create a culture of achievement and learning. The L to J program that Lee Jenkins shared involves setting clear instructional targets, weekly quizzes, and data analysis at the individual and class level. All teachers are expected to use the L to J format to visually display achievement in their rooms. Students and classes celebrate "all-time best" scores as individuals and classes as well. Jenkins has spent five professional development days working with our staff, and is scheduled to further support data-driven instruction by providing two additional staff training days in June helping us to reflect on this year's progress and planning for full implementation during the 2014-2015 academic year.

Lesson plans are submitted weekly to the principal, who conducts regular walkthroughs. The leadership team reviews feedback forms from professional development, lesson plans, and observation and evaluation documents to identify both individual and school-wide trends to establish professional development priorities and make adjustments to the program. We are including a data component in most professional development sessions, and a data analysis worksheet is included with teachers' weekly lesson plans. We are aligning lesson planning, instructional support, training, and academic programs to facilitate continuous improvement for all students and staff. Teachers have access to multiple data points from various programs (MobyMax, Study Island, Galileo, and DIBELS) and are regularly provided the opportunity to provide feedback about the various supports in use at this school (professional development feedback forms, open door policy, surveys, and collaborative meetings on Fridays). In addition to evaluating the academic effects on ongoing professional development, professional development includes a feedback loop using reflective response forms following each session. The information is reviewed and used as a means to reflect on the system and to set priorities for the faculty.

Assessment

We are encouraged by the results we are seeing from student use of a learning system called MobyMax. We first licensed the MobyMax software late in the fall and our teachers began to use it in December 2013. MobyMax incorporates several educational approaches identified as highly effective by researcher John Hattie: formative testing, accelerated curriculum, and immediate feedback. MobyMax field testing shows that students typically achieve a 1.5 grade level increase after 40 hours of use. We have attached automatically generated MobyMax reports of progress across all of StarShine. So far, the math component of MobyMax has seen the most use, followed by the language component. The reading component of MobyMax is in use but not yet fully integrated.

The exhibits show our experience with MobyMax this spring. Each of the reports shows:

- **Classrooms Statistics**—on average, how many problems the student has completed, and resulting progress as measured by Common Core standards completed.

- **Learning Velocity of Active Students** estimates how many grades of material the student would cover if he or she maintained the same pace for an entire school year. (Although each of the graphs begins in August, you can see the December adoption times by the second point on each curve, which represents the end of the first calendar month of software usage.)
- **Grade Level Increase per Month** shows average cumulative growth of students actively using the system.

The figures show that a typical learning velocity for our students using the language component of MobyMax *is over 3.5 grades per year*. The typical learning velocity for our students using the Math component is *2.3 grades per year*. The cumulative growth chart in the bottom row shows that students are already experiencing a benefit from the software, with up to a year of growth in Language in the first few months of the program, and up to 0.6 year of growth in math in a similar or shorter period. Analysis of this data shows that the implementation of the MobyMax program is having a positive effect on student growth in both language and math with more than one year's growth in both areas.

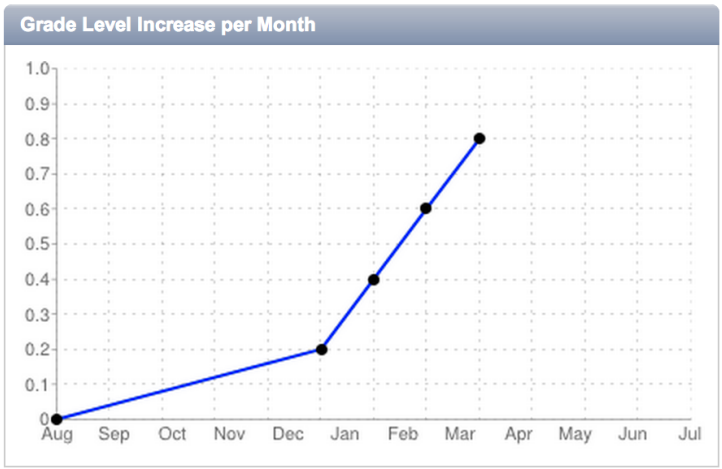
We are also excited to report significant progress based on the 2014 Spring AIMS Reading results for our high school students. These results demonstrate in particular that our rapid growth is not hurting our test scores. As the high school grew by 31% over last year, AIMS Reading results extended a long-term improvement trend. For the high school as a whole, the AIMS Reading pass rate increased from 31% in 2013 to 48% in 2014, raising our high school close to the median for all alternative schools in Arizona (which are mostly high schools). For those taking the test for the first time (10th graders), the AIMS Reading pass rate increased from 40% in 2013 to 59% in 2014. Fitting a line to our last four years of AIMS Reading scores shows *a growth trend of 6.8% per year for the high school as a whole and 9.8% per year for 10th graders*. Some of the highlights include:

- This year's tenth graders passing rate grew from 40% last year to 59% this year even though the tenth grade population grew by 45%.
- The eleventh grade showed even stronger growth, with 191% increase in achievement over last year while the size of the class grew by 38%.
- The number of high school students whose scores fell in the Approaches range shrunk from 63% to 46% while the Meets category grew by 17%.
- The aggregate high school passing rate is 52% better than it was one year ago while the population is 31% bigger.

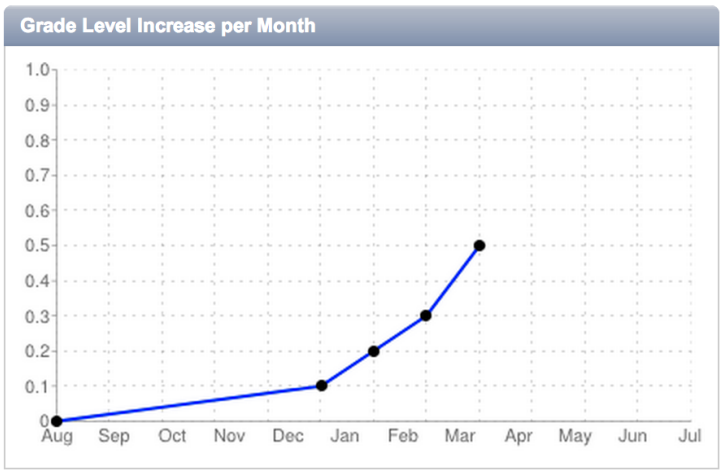
Data

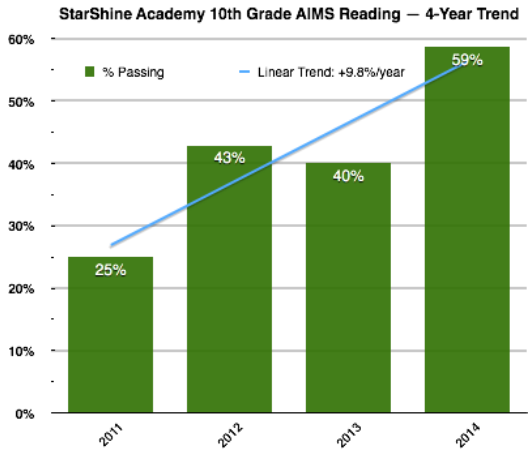
MobyMax

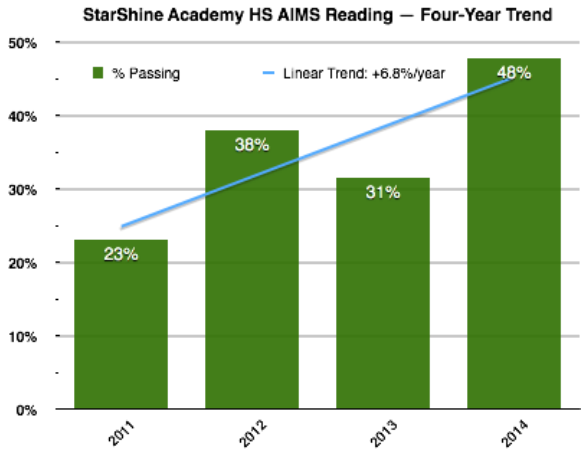
Classroom Statistics – **Language**	
Learning Velocity	3.6 grades per year
Standards completed	9 standards/student
Problems completed	330 problems/student

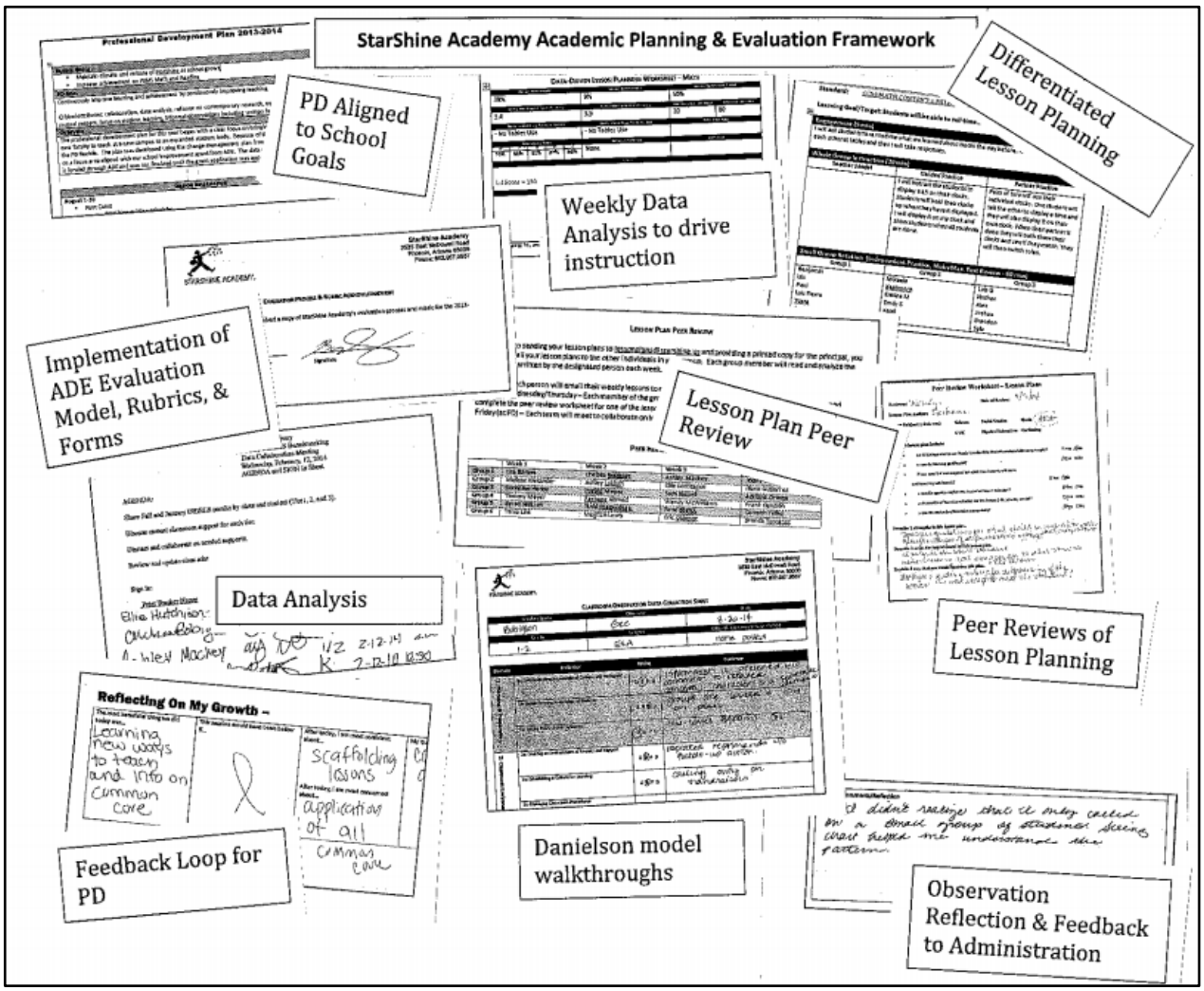


Classroom Statistics – **Math**	
Learning Velocity	2.3 grades per year
Standards completed	7.5 standards/student
Problems completed	250 problems/student








StarShine Academy Academic Planning & Evaluation Framework
Professional Development Plan 2013-2014
PD Aligned to School Goals
Differentiated Lesson Planning
Weekly Data Analysis to drive instruction
Implementation of ADE Evaluation Model, Rubrics, & Forms
Lesson Plan Peer Review
Data Analysis
Peer Reviews of Lesson Planning
Reflecting On My Growth –
Feedback Loop for PD
Danielson model walkthroughs
Observation Reflection & Feedback to Administration

1b. Growth—SGP Bottom 25% Math/Reading

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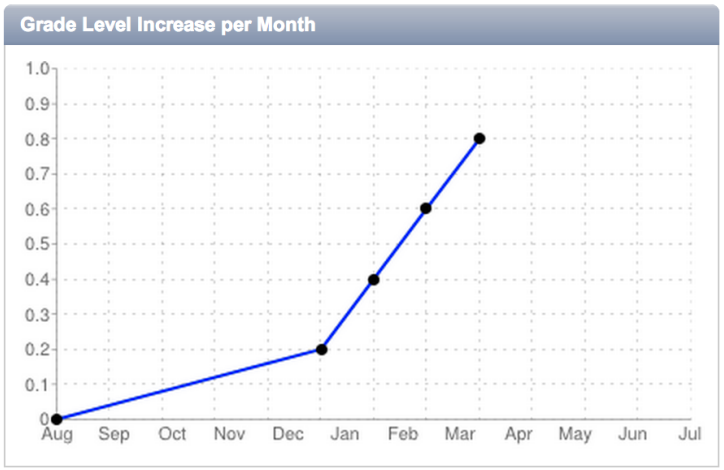

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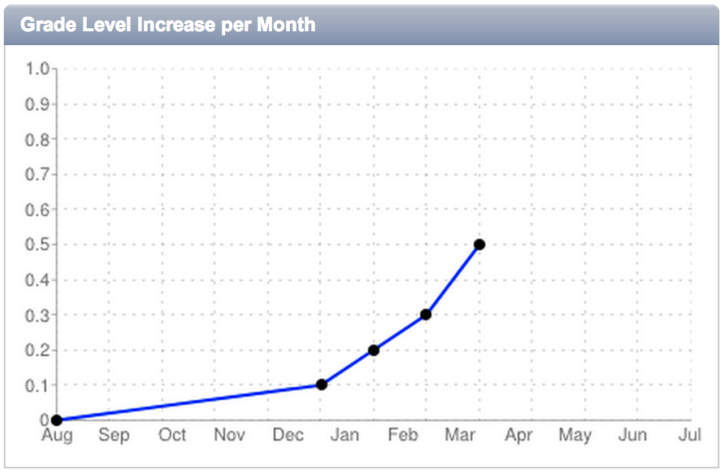
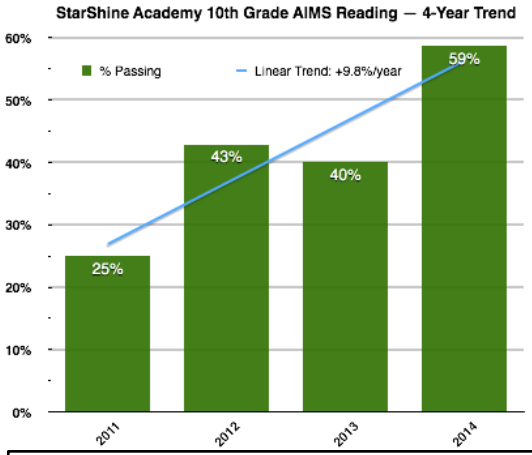
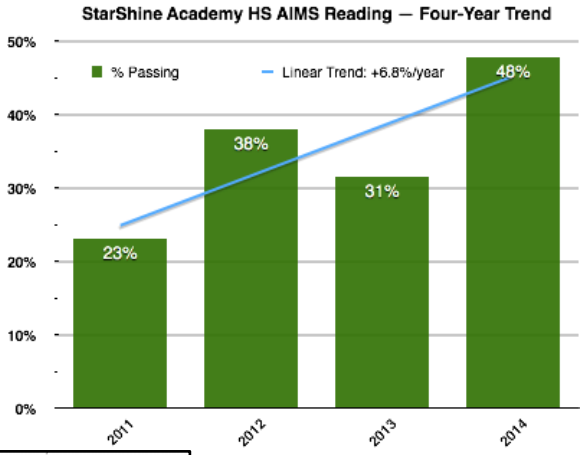
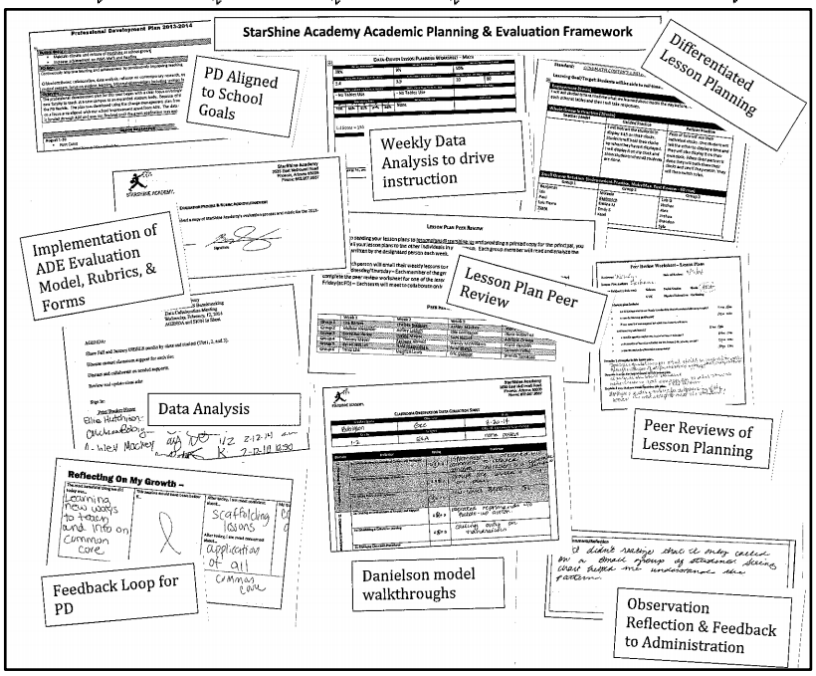








1b. Growth—Improvement Math/Reading

To improve the percent of students passing the state assessment in math and reading, StarShine has implemented a Continuous Improvement Plan (CIP) that is on ALEAT on the Arizona Department of Education Common Logon Access. The plan includes a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona College and Career Ready Standards into instruction, a plan for monitoring and documenting student proficiency, and a professional development plan that contributes to increased student proficiency.

The Continuous Improvement Plan (CIP) is systematically updated through a comprehensive needs assessment that is compiled annually. The initial needs assessment tool was the Self-Readiness Assessment provided by the Arizona Department of Education. During our reaccreditation process through AdvancED, a second needs assessment was done utilizing their instrument and procedure. Analysis of the results contributed to the development of the CIP and establishment of school goals.

Curriculum & Instruction

Student growth is an important aspect of overall student success. In order to monitor and ensure that each student achieves and demonstrates academic growth, particularly in math and reading, StarShine Academy utilizes curriculum that is standards-based and aligned with the Arizona College and Career Ready Standards. We have spent time and money to work with our teachers to understand the standards and how to implement these standards into the curriculum. The goal of the curriculum is to help all students, regardless of subgroup classification, master the standards required in both math and reading.

Additionally, StarShine will continue to:

- Monitor and improve weekly lesson plans through written and verbal peer reviews of weekly lesson plans, PLC processes and data discussions that have resulted in increased use of MobyMax software and more rigorous lesson plan templates (aligned with the model used by KIPP LA Empower) including time for blended learning, small group instruction, direct instruction, and guided practice
- Survey stakeholders for their feedback using AdvancED tools
- Monitor instructional implementation of the Arizona College and Career Readiness Standards by the teachers with informal and formal observations and evaluations using ADE's optional teacher evaluation process, rubrics, and forms, and standards checklists
- Provide training, modeling and practice using instructional strategies presented during weekly professional development
- Schedule program reviews to evaluate and revise the core curriculum annually (The 2013-2014 review is scheduled for May 30, 2014, while all current staff are available) to assess the need for additional implementation and explicit design to meet the demands of the Arizona's College and Career Readiness Standards

Core Knowledge is the curriculum content provided for K-8. It supports the bullets stated above in providing students with a solid approach to mastering the Arizona College and Career Ready Standards. Core Knowledge also provides a method to monitor student growth and measure improvement within the standards. A+ is the content delivery system for the high school and, like Core Knowledge, is aligned with the standards. With the focus on improving math and reading achievement across the board and within all subgroups, instructional practices are geared to engage all students and hold them accountable with the understanding that the goal

and criteria for learning lies with the student and is supported by the teacher. The focus is on the planning phases of instruction to increase or maintain that growth. We provide weekly protected, job-embedded collaboration time to do quality lesson plan peer review and data analysis to help teachers identify the reading and math skills needing mastery before moving on to the next concept.

Instructionally, our leadership determines appropriate staffing levels based on data gathered about student needs. Use of space, time, fiscal resources, and number and type of staff are key factors addressed. Staffing data and recommendations are included in the budgeting process. Instructional time and school resources are strictly focused on supporting the purpose of the school. We understand that instructional time and engagement with students is paramount to their success. Teachers and staff are focused on education during class time. Instruction and engagement are monitored and analyzed for individual teachers and for the faculty as a whole.

The core instructional program at StarShine Academy is based on 2010 Arizona Academic Standards and uses research-validated, brain-based instructional approaches. Teachers of the elementary grades employ the Core Knowledge curriculum while also having the flexibility to customize their approaches to best meet the needs of the children in their classes. At the high school level, we use the curricular framework provided in the A+ Anywhere Learning Program. Again, teachers in this program have the flexibility to adapt the program to meet the needs and accommodate the interests of the students in the class. In addition to these Tier 1 curricular resources, we have also recently invested in online instructional software—Study Island and MobyMax, and the Galileo assessment system. The instructional software includes lesson plans, assessments, individualized independent learning activities, and academic reporting, thus, providing another layer of support for teaching and learning across all grade levels. Teachers can use these resources to provide whole-class instruction as well as differentiated learning experiences. These online tools allow us to provide more advanced content for all students who are interested and capable. The tracking features in these programs make it easy for us to identify and reward academic successes.

The decision we made for intervention consists of a blended learning approach that includes the use of MobyMax (which is ability level focused) to support growth across grade levels, and Study Island (which is grade level focused) to increase proficiency for students already at grade level. Refer to the MobyMax graphs and data in the data section that follows.

Intervention support is an important component of the math and reading programs at StarShine. After analyzing the 2013 AIMS data, it was clear that math needed to be a focus for the 2013-2014 school year. The highest achieving groups of students were third and seventh grades with 45% and 47% passing rates, respectively, with other grades scoring lower.

To improve SGP, struggling students have opportunities for after school tutoring, from Highly Qualified teachers four days per week. Eleven high school students who had previously not passed AIMS Math attended Saturday and after school tutoring sessions; additionally, we pulled small intervention groups of all students who had not previously passed Math AIMS (including sophomores taking the test for the first time) for intensive instruction on AIMS tested math POs. Study Island, a computer based standards review program, has been implemented for students who have not passed their high school AIMS and is available for all other grade levels to use for both remediation and reinforcement.

Professional Development

Weekly professional development is job-embedded and has included specific training on close reading, engagement, formative assessment, data analysis, and DIBELS. Professional development is also based on the

results of the comprehensive needs assessment and academic achievement data provided to the staff. While each staff member has individualized goals regarding professional development based on their students' performance and their annual teacher evaluation, training in the use of technology in the classroom, strategies for effective intervention in the math and reading classrooms, and the integration of the Arizona College and Career Ready Standards into planning and instruction have been made mandatory for all staff. External professional development has been provided for the entire faculty by the Maricopa County Education Service Agency (MCESA) on the implementation of the Arizona College and Career Ready Standards as a method of strengthening instructional content and delivery. The most considerable investments we have made in PD this year have been a partnership with national education consultant and author, Lee Jenkins, to provide training, mentoring, and in-classroom coaching to teachers on the use of data to drive instruction and create a culture of achievement and learning. The L to J program that Lee Jenkins shared involves setting clear instructional targets, weekly quizzes, and data analysis at the individual and class level. All teachers are expected to use the L to J format to visually display achievement in their rooms. Students and classes celebrate "all-time best" scores as individuals and classes as well. Jenkins has spent five professional development days working with our staff, and is scheduled to further support data-driven instruction by providing two additional staff training days in June helping us to reflect on this year's progress and planning for full implementation during the 2014-2015 academic year.

Lesson plans are submitted weekly to the principal, who conducts regular walkthroughs. The leadership team reviews feedback forms from professional development, lesson plans, and observation and evaluation documents to identify both individual and school-wide trends to establish professional development priorities and make adjustments to the program. We are including a data component in most professional development sessions, and a data analysis worksheet is included with teachers' weekly lesson plans. We are aligning lesson planning, instructional support, training, and academic programs to facilitate continuous improvement for all students and staff. Teachers have access to multiple data points from various programs (MobyMax, Study Island, Galileo, and DIBELS) and are regularly provided the opportunity to provide feedback about the various supports in use at this school (professional development feedback forms, open door policy, surveys, and collaborative meetings on Fridays). In addition to evaluating the academic effects on ongoing professional development, professional development includes a feedback loop using reflective response forms following each session. The information is reviewed and used as a means to reflect on the system and to set priorities for the faculty.

Assessment

We are encouraged by the results we are seeing from student use of a learning system called MobyMax. We first licensed the MobyMax software late in the fall and our teachers began to use it in December 2013. MobyMax incorporates several educational approaches identified as highly effective by researcher John Hattie: formative testing, accelerated curriculum, and immediate feedback. MobyMax field testing shows that students typically achieve a 1.5 grade level increase after 40 hours of use. We have attached automatically generated MobyMax reports of progress across all of StarShine. So far, the math component of MobyMax has seen the most use, followed by the language component. The reading component of MobyMax is in use but not yet fully integrated.

The exhibits show our experience with MobyMax this spring. Each of the reports shows:

- **Classrooms Statistics**—on average, how many problems the student has completed, and resulting progress as measured by Common Core standards completed.
- **Learning Velocity of Active Students** estimates how many grades of material the student would cover if he or she maintained the same pace for an entire school year. (Although each of the graphs begins

in August, you can see the December adoption times by the second point on each curve, which represents the end of the first calendar month of software usage.)

- **Grade Level Increase per Month** shows average cumulative growth of students actively using the system.

The figures show that a typical learning velocity for students using the language component of MobyMax *is over 3.5 grades per year*. The typical learning velocity for students using the Math component is *2.3 grades per year*. The cumulative growth chart in the bottom row shows that students are already experiencing a benefit from the software, with up to a year of growth in Language in the first few months of the program, and up to 0.6 year of growth in math in a similar or shorter period. Analysis of this data shows that the implementation of the MobyMax program is having a positive effect on student growth in both language and math with more than one year's growth in both areas.

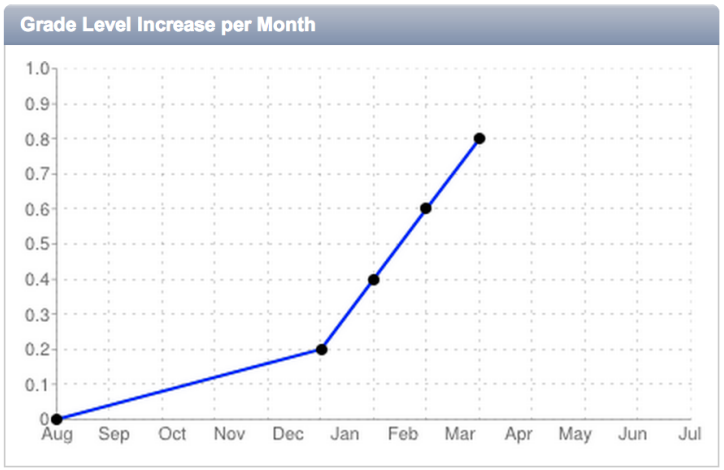
We are also excited to report significant progress based on the 2014 Spring AIMS Reading results for our high school students. These results demonstrate in particular that our rapid growth is not hurting our test scores. As the high school grew by 31% over last year, AIMS Reading results extended a long-term improvement trend. For the high school as a whole, the AIMS Reading pass rate increased from 31% in 2013 to 48% in 2014, raising our high school close to the median for all alternative schools in Arizona (which are mostly high schools). For those taking the test for the first time (10th graders), the AIMS Reading pass rate increased from 40% in 2013 to 59% in 2014. Fitting a line to our last four years of AIMS Reading scores shows *a growth trend of 6.8% per year for the high school as a whole and 9.8% per year for 10th graders*. Some of the highlights include:

- This year's tenth graders passing rate grew from 40% last year to 59% this year even though the tenth grade population grew by 45%.
- The eleventh grade showed even stronger growth, with 191% increase in achievement over last year while the size of the class grew by 38%.
- The number of high school students whose scores fell in the Approaches range shrunk from 63% to 46% while the Meets category grew by 17%.
- The aggregate high school passing rate is 52% better than it was one year ago while the population is 31% bigger.

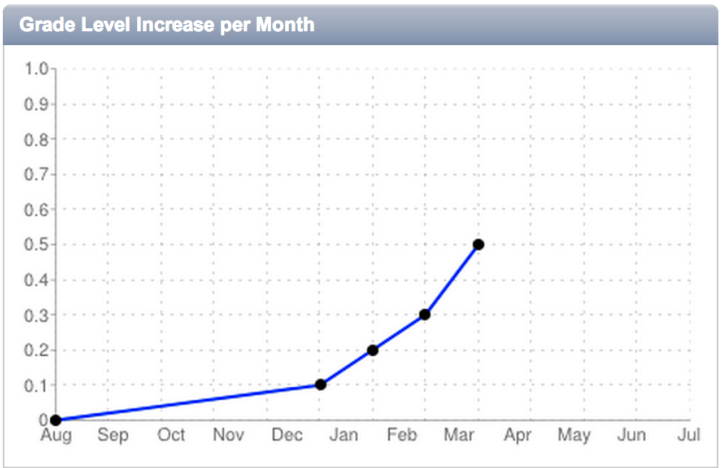
Data

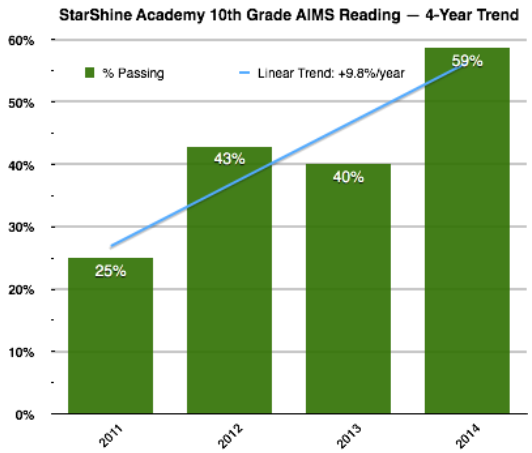
MobyMax

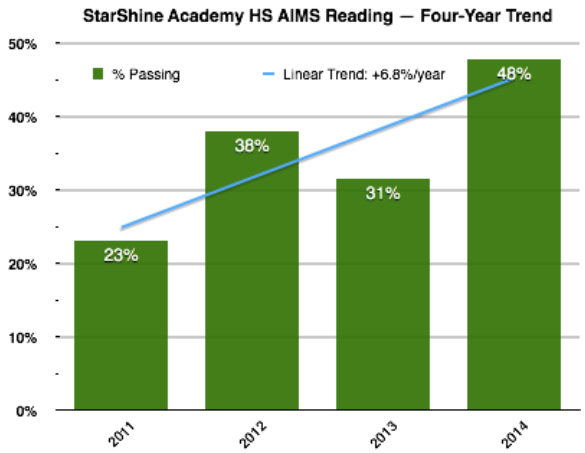
Classroom Statistics – **Language**	
Learning Velocity	3.6 grades per year
Standards completed	9 standards/student
Problems completed	330 problems/student

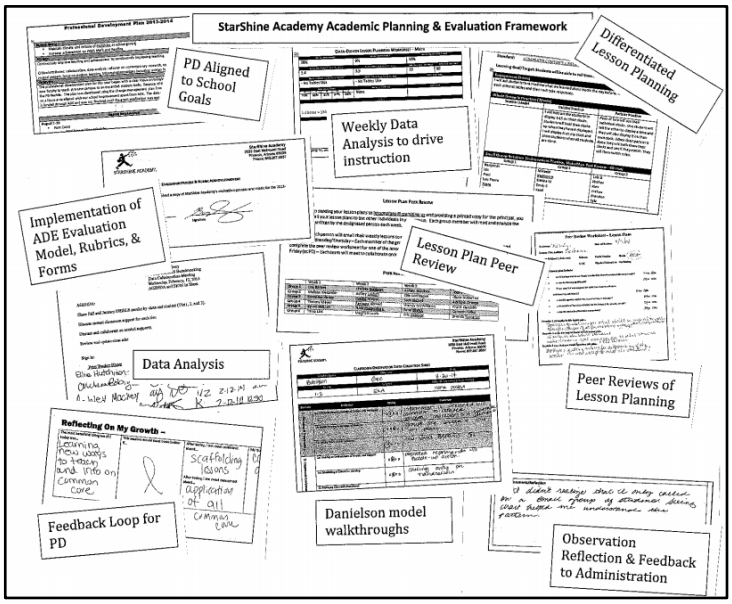


Classroom Statistics – **Math**	
Learning Velocity	2.3 grades per year
Standards completed	7.5 standards/student
Problems completed	250 problems/student









2a. Proficiency—Percent Passing Math/Reading

Since we accept all incoming students in a poor, urban neighborhood, we are inevitably responsible for a great deal of remedial learning. The majority of our students come in below grade level, including 95% of high school students who enter our school having scored "Falls Far Below" or "Approaching" on their most recent AIMS tests prior to coming to StarShine. Many have behavioral problems related to difficult family situations and ineffective prior schooling; consequently, we focus our initial efforts with these students on helping them to better understand themselves and to be in an emotional and social frame of mind that is receptive to effectively engaging with the academic curriculum. These are students who are sadly accustomed to failure. Our philosophy and methodology work to put every one of them on a path to long-term success. We make sure every student defines a powerful long-term goal, and we work with them as they strive to achieve it.

Because of the use of data to drive instruction, particularly in math and reading, teachers are involved in weekly data analysis prior to lesson planning to look at and disaggregate different points of data to ensure that all student needs are met. Teachers use Professional Learning Community (PLC) meetings or collaboration time during Friday PD to further discuss and work together on student data. In addition to ongoing analysis of this data, teachers meet in grade bands (K-2, 3-6, 7-8, 9-12) to discuss and respond to results from Galileo and DIBELS benchmark tests.

To ensure math and reading proficiency for all students:

- Careful attention has been paid to establishing a climate and culture conducive to learning, as evidenced by numerous professional development sessions related to StarShine's guiding principles and to team building
- Students and teachers use the L to J wall charts and individual student charts to identify accomplishments and create an impact on the urgency of the refinements in instructional practices

High school students' primary source of learning is the A+ Anywhere Learning System, which is reinforced through pullout groups for specialized content support (such as science labs and reading groups) and intervention support. Students are assessed on each lesson and monitored on the number of lessons completed, the number of lessons mastered, the score, and the amount of time spent on each lesson. Students and teachers use the A+ assessments to demonstrate proficiency because they give immediate feedback per student and by class which allows the teacher to structure more individual or small group instructional time or reteach the concept to the whole class. The high school teachers track and celebrate progress using the L to J data collection framework our school has adopted.

Curriculum & Instruction

StarShine Academy is committed to the implementation of the Arizona State Academic Standards (Common Core) and has provided the instructional staff with support to fully implement the standards into the curriculum. The staff has been trained in best practices based on current education research. The administration has received training to support teachers in the implementation of the state standards, and the staff have received common core training from MCESA. Monitoring the implementation of the standards and the use of best practices is done in several ways. Teachers undergo classroom observations, both formal and informal, based on Charlotte Danielson's model and the Arizona Department of Education optional teacher evaluation process and rubrics.

All teachers are required to submit lesson plans, which include a description of how they are applying the L to J model in their instruction, to the principal the week prior to instruction. Lesson plans are reviewed to ensure

that the lessons are aligned with state standards, are being taught at the appropriate level of rigor and that the teacher is implementing instructional best practices. StarShine Academy uses a rigorous, transparent, and equitable evaluation system, designed and developed by the Arizona Department of Education, which takes into account data on student growth as a significant factor.

Data from benchmark assessments and summative assessments are analyzed and used to evaluate instructional competence, student and teacher needs, and curriculum effectiveness. Feedback from the analysis of the data is provided to all teachers and used to make instructional and curriculum decisions. Because data is the impetus for driving instruction, StarShine:

- Embeds data analysis in lesson planning and PLC processes.
- Encourages regular data conversations with students about their performance on student assessments.
- Provides quality, data-driven professional development, including protected time for PLCs to collaborate.
- Establishes yearly achievement goals.

Data from the L to J focus is part of the teacher evaluation process. The data is used not only by the teachers to make instructional decisions but also by the administration to make decisions about where additional professional development and training may be needed and as part of the curriculum review and adoption process. Although the analysis of AIMS data directly affects the math and reading teachers, all teachers bear the responsibility for supporting the concepts, objectives, and skill mastery throughout all subjects and content. The system provides a formalized process to evaluate student progress and instructional methodology within the classroom.

To improve proficiency in math and reading, struggling students have opportunities for after school tutoring, from Highly Qualified teachers, 4 days per week. Additionally, Study Island, a computer based standards review program, has been implemented for students who have not passed their high school AIMS and is available for all other grade levels to use as both a remediation and reinforcement tool. We have purchased additional tools (MobyMax, Study Island) to support teaching and learning, and we are providing support to teachers as they begin to use these resources to build students' academic skills. After reviewing the AIMS data from last year, we hired a math interventionist. This position provides direct instruction to students in addition to providing guidance and support to teachers.

Professional Development

In addition to the program resources mentioned in the growth sections, StarShine Academy has made a significant investment in the professional staff at the school. We closely evaluated and replaced a number of teachers and assistant teachers. In addition to our weekly three-hour block of professional development, we are also creating informal teacher leadership opportunities as teachers demonstrate skills with new programs, instructional practices, etc. These teachers are invited to help others individually, in small groups, and at school-wide faculty training. We also include practice sessions at professional development so that teachers can get hands on help while using new technology and programs. The entire faculty attended our three-week Boot Camp to acclimate them to the climate and culture of StarShine and to begin the process of collaborating in and across our grade bands of K-2, 3-6, 7-8, and 9-12.

StarShine Academy's instructional format consists of four full teaching days with an additional half day on Friday. Friday afternoons are reserved for staff professional development. We utilize the previous school year end summative data results and Continuous Improvement Plan (CIP) goals achievement to establish initial

professional development sessions for the next school year. An intensive summer Boot Camp is designed to set the format for professional development regarding research based strategies, data collection—analysis—and utilization for instruction, observation/evaluation, progress monitoring, best practices, etc. These best practices support the learning of all the subgroups within the school.

Implementation of these best practices is monitored with classroom observations and data review. Additional training is provided for teachers who have difficulty implementing topics presented during PD Fridays through small group and individual trainings. StarShine also utilizes external providers for professional development to enhance researched based strategies and to secure school expectations of student learning and mastery of growth. Additionally, participation in ADE sponsored conferences and workshops allows for reinforcement of proven strategies as well as new approaches on current best practices. Data from benchmark assessments, as well as data from classroom summative assessments are also considered when individual or small group professional development is planned.

Along with general PD topics, both math and reading teachers receive specific PD based on data collection, teacher need, and teacher request. Teachers also work with the special education and/or ELL teachers to identify strategies and best practices for students with IEPs and/or ILLPs to better address individual learning needs for these students. Professional Development topics covered this year have included differentiated instruction, formative assessments, student engagement, and data analysis using the L to J approach, close reading, common core standards, and more.

PD Fridays are used to build capacity within teachers by using professional development and professional learning communities to better understand the data and how to most effectively use it. Data analysis is embedded in our professional development program and is rooted in the DuFours' PLC model. The support team (principal, special education, reading/math specialist) collaborates regularly to plan for instructional support that is differentiated. Additionally, we are meeting in collaborative professional teams based on grade bands to facilitate conversations regarding the academic and social supports we are using and may need to help all students become proficient in math.

Assessment

StarShine Academy uses AIMS data, DIBELS, Galileo, Study Island, MobyMax, and A+ data as the basis for its assessment system which is aligned to the Arizona College and Career Readiness Standards (Common Core). Additionally, classroom data, based on specified learning objectives, is also used as a measure to determine growth and mastery of the material. Daily, weekly and monthly, informal and formal assessments of students' academic performance are reviewed to drive instructional decisions and evaluate curricular effectiveness. By utilizing weekly academic data from the A+ Assessment Program we can effectively target weak or deficit areas in instructional delivery and/or students' learning to re-teach those areas that are not mastered.

StarShine Academy also utilizes AIMS, DIBELS, Galileo, MobyMax, and A+ data to provide students with interventions to help them achieve both growth and mastery in these areas. For example, all students (including ELL and special education) who did not pass the AIMS test the last time that they took it, are provided with interventions in Math or Reading or both. This provides students additional instructional time to build on math and reading skills and help to close the instructional gap in the regular classroom.

Benchmark assessments are given three times a year—beginning, middle and end. All special education students take these benchmarks with the accommodations that are part of their IEPs. Data from these students is provided to both the classroom and special education teachers. Results of these standards-based assessments are also used to address instructional decisions, curriculum decisions and professional

development needs. Teachers and the administration review the assessment results to identify specific students needing specific intervention and to ensure that classroom generated assessments are measuring the material at the appropriate level of rigor and that the alignment is parallel.

This year we adopted the Galileo assessment system to identify where our students are having problems, and where we need to focus our instructional efforts – for each student. We administered an initial baseline assessment in the fall, using Galileo, and have bought additional tools to gather information on proficiency as it occurs. These tools include DIBELS for reading in K-6, Study Island, utilized for high school AIMS support but available for all grade levels, and MobyMax in grades K-8. MobyMax is also used to support ELL and fact fluency for math students in high school.

We conducted an initial Galileo pretest in October and then conducted a Galileo benchmark assessment in January. We decided to compare the AIMS scores from 2013 to the second Galileo benchmark. An analysis of the benchmark assessment showed that we had made progress compared to the previous year's AIMS results, as shown in the table below. The Galileo results illustrate significant improvement in almost every area of reading and math. High school math remained fairly static except for 12th grade. We will continue to address this finding and are implementing different strategies and testing new hypotheses to achieve more positive achievement results. The third and final benchmark will be administered in May and the results compared to the first two findings for analysis and planning for continuous improvement.

We are also excited to report significant progress based on the 2014 Spring AIMS Reading results for our high school students. These results demonstrate in particular that our rapid growth is not hurting our test scores. As the high school grew by 31% over last year, AIMS Reading results extended a long-term improvement trend. For the high school as a whole, the AIMS Reading pass rate increased from 31% in 2013 to 48% in 2014, raising our high school close to the median for all alternative schools in Arizona (which are mostly high schools). For those taking the test for the first time (10th graders), the AIMS Reading pass rate increased from 40% in 2013 to 59% in 2014. Fitting a line to our last four years of AIMS Reading scores shows *a growth trend of 6.8% per year for the high school as a whole and 9.8% per year for 10th graders*. Some of the highlights include:

- This year's tenth graders passing rate grew from 40% last year to 59% this year even though the tenth grade population grew by 45%.
- The eleventh grade showed even stronger growth, with 191% increase in achievement over last year while the size of the class grew by 38%.
- The number of high school students whose scores fell in the Approaches range shrunk from 63% to 46% while the Meets category grew by 17%.
- The aggregate high school passing rate is 52% better than it was one year ago while the population is 31% bigger.

Data

AIMS 2013 Comparison to Most Recent Galileo Benchmark

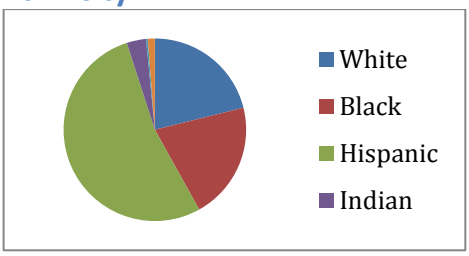
Grade	1	2	3	4	5	6
Subject	Math	Math	Math	Math	Math	Math
Total # Tested	n/a	n/a	11	12	13	15
% Passing (AIMS 2013)	n/a	n/a	45%	17%	8%	20%
Total # Tested	26	26	15	20	15	18
% On Course/Minimal Risk (Galileo B2)	69%	65%	67%	20%	13%	34%

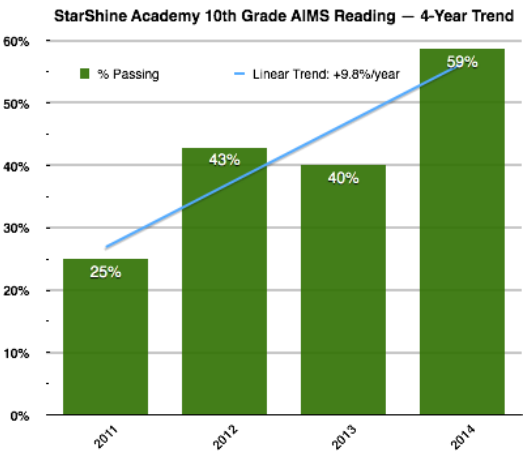
Grade	7	8	9	10	11	12
Subject	Math	Math	Math	Math	Math	Math
Total # Tested	15	13	n/a	18	17	10
% Passing (AIMS 2013)	47%	15%	n/a	6%	6%	0%
Total # Tested	14	20	19	21	20	12
% On Course/Minimal Risk (Galileo B2)	57%	25%	6%	5%	5%	8%

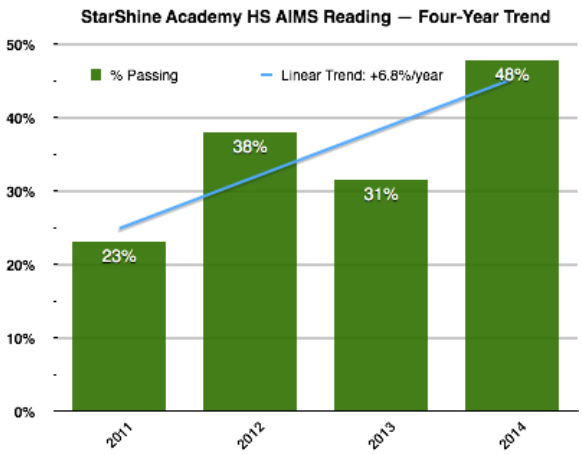
Grade	1	2	3	4	5	6
Subject	Reading	Reading	Reading	Reading	Reading	Reading
Total # Tested	n/a	n/a	11	12	13	15
% Passing	n/a	n/a	55%	50%	38%	47%
Total # Tested	26	26	16	23	20	15
% On Course/Minimal Risk (Galileo B2)	79.00%	63%	60%	65%	35%	53%

Grade	7	8	9	10	11	12
Subject	Reading	Reading	Reading	Reading	Reading	Reading
Total # Tested	15	13	n/a	20	8	7
% Passing	80%	46%	n/a	40%	13%	29%
Total # Tested	14	18	20	23	19	14
% On Course/Minimal Risk (Galileo B2)	86%	60%	55%	61%	68%	50%

Ethnicity







2b. Proficiency—Free/Reduced Lunch Reading/ Math

The free and reduced lunch demographic at StarShine Academy comprises almost the entire school. In 2013, we had 240 students enrolled with a 92% free/reduced lunch population. This year, 2014, our enrollment increased to 480 and the free/reduced lunch population also increased to 98%. The curriculum, instruction, assessment, professional development, and data for this population are reflected in the previous narratives and analyses for math and reading proficiency for the whole school.

Since we accept all incoming students in a poor, urban neighborhood, we are inevitably responsible for a great deal of remedial learning. The great majority of our students come in below grade level, including 95% of high school students who enter our school having scored "Falls Far Below" or "Approaching" on their most recent AIMS tests prior to coming to StarShine. Many have behavioral problems related to difficult family situations and ineffective prior schooling; consequently, we focus our initial efforts with these students on helping them to better understand themselves and to be in an emotional and social frame of mind that is receptive to effectively engaging with the academic curriculum. These are students who are sadly accustomed to failure. Our philosophy and methodology work to put every one of them on a path to long-term success. We make sure every student defines a powerful long-term goal, and we work with them as they strive to achieve it.

Because of the use of data to drive instruction, particularly in math and reading, teachers are involved in weekly data analysis prior to lesson planning to look at and disaggregate different points of data to ensure that all student needs are met. Teachers use Professional Learning Community (PLC) meetings or collaboration time during Friday PD to further discuss and collaborate on student data. In addition to ongoing analysis of this data, teachers meet in grade bands to discuss and respond to results from Galileo and DIBELS benchmark tests.

To ensure math and reading proficiency for all students:

- Careful attention has been paid to establishing a climate and culture conducive to learning, as evidenced by numerous professional development sessions related to StarShine's guiding principles and to team building
- Students and teachers use the L to J wall charts and individual student charts to identify accomplishments and create an impact on the urgency of the refinements in instructional practices
- Staff reflects on the safety nets that need to be in place for students is also addressing all student needs

High school students' primary source of learning is the A+ Anywhere Learning System, which is reinforced through pullout groups for specialized content support (such as science labs and reading groups) and intervention support. Students are assessed on each lesson and monitored on the number of lessons they did, the number of lessons mastered, the score, and the amount of time spent on each lesson. Students and teachers use the A+ assessments to demonstrate proficiency because they give immediate feedback per student and by class which allows the teacher to structure more individual or small group instructional time or reteach the concept to the whole class. The high school teachers track and celebrate progress using the L to J data collection framework our school has adopted.

Curriculum & Instruction

StarShine Academy is committed to the implementation of the Arizona State Academic Standards (Common Core) and has provided the instructional staff with support to fully implement the standards into the. The staff has been trained in best practices based on current education research. The administration has received

training to support teachers in the implementation of the state standards, and the staff have received common core training from MCESA. Monitoring the implementation of the standards and the use of best practices is done in several ways. Teachers undergo classroom observations, both formal and informal, based on Charlotte Danielson's model and the Arizona Department of Education optional teacher evaluation process and rubrics.

All teachers are required to submit lesson plans, which include a description of how they are applying the L to J model in their instruction, to the principal the week prior to instruction. Lesson plans are reviewed to ensure that the lessons are aligned with state standards, are being taught at the appropriate level of rigor and that the teacher is implementing instructional best practices. StarShine Academy uses a rigorous, transparent, and equitable evaluation system, designed and developed by the Arizona Department of Education, which takes into account data on student growth as a significant factor.

Data from benchmark assessments and summative assessments are analyzed and used to evaluate instructional competence, student and teacher needs, and curriculum effectiveness. Feedback from the analysis of the data is provided to all teachers and used to make instructional and curriculum decisions. Because data is the impetus for driving instruction, StarShine:

- Embeds data analysis in lesson planning and PLC processes.
- Encourages regular data conversations with students about their performance on student assessments.
- Provides quality, data-driven professional development, including protected time for PLCs to collaborate.
- Establishes yearly achievement goals.

Data from the L to J focus is part of the teacher evaluation process. The data is used not only by the teachers to make instructional decisions but also by the administration to make decisions about where additional professional development and training may be needed and as part of the curriculum review and adoption process. Although the analysis of AIMS data directly affects the math and reading teachers, all teachers bear the responsibility for supporting the concepts, objectives, and skill mastery throughout all subjects and content. The system provides a formalized process to evaluate student progress and instructional methodology within the classroom.

To improve proficiency in math and reading, struggling students have opportunities for after school tutoring, from Highly Qualified teachers, 4 days per week. Additionally, Study Island, a computer based standards review program, has been implemented for students who have not passed their high school AIMS and is available for all other grade levels to use as both a remediation and reinforcement tool. We have purchased additional tools (MobyMax, Study Island) to support teaching and learning, and we are providing support to teachers as they begin to use these resources to build students' academic skills. After reviewing the AIMS data from last year, we hired a math interventionist. This position provides direct instruction to students in addition to providing guidance and support to teachers.

Professional Development

In addition to the program resources mentioned in the growth sections, StarShine Academy has made a significant investment in the professional staff at the school. We closely evaluated and replaced a number of teachers and assistant teachers. In addition to our weekly three-hour block of professional development, we are also creating informal teacher leadership opportunities as teachers demonstrate skills with new programs, instructional practices, etc. These teachers are invited to help others individually, in small groups, and at school-wide faculty training. We also include practice sessions at professional development so that teachers can get hands on help while using new technology and programs. The entire faculty attended our three-week

Boot Camp to acclimate them to the climate and culture of StarShine and to begin the process of collaborating in and across our grade bands of K-2, 3-6, 7-8, and 9-12.

StarShine Academy's instructional format consists of four full teaching days with an additional half day on Friday. Friday afternoons are reserved for staff professional development. We utilize the previous school year end summative data results and Continuous Improvement Plan (CIP) goals achievement to establish initial professional development sessions for the next school year. An intensive summer Boot Camp is designed to set the format for professional development regarding research based strategies, data collection—analysis—and utilization for instruction, observation/evaluation, progress monitoring, best practices, etc. These best practices support the learning of all the subgroups within the school.

Implementation of these best practices is monitored with classroom observations and data review. Additional training is provided for teachers who have difficulty implementing topics presented during PD Fridays through small group and individual trainings. StarShine also utilizes external providers for professional development to enhance researched based strategies and to secure school expectations of student learning and mastery of growth. Additionally, participation in ADE sponsored conferences and workshops allows for reinforcement of proven strategies as well as new approaches on current best practices. Data from benchmark assessments, as well as data from classroom summative assessments are also considered when individual or small group professional development is planned.

Along with general PD topics, both math and reading teachers receive specific PD based on data collection, teacher need, and teacher request. Teachers also work with the special education and/or ELL teachers to identify strategies and best practices for students with IEPs and/or ILLPs to better address individual learning needs for these students. Professional Development topics covered this year have included differentiated instruction, formative assessments, student engagement, and data analysis using the L to J approach, close reading, common core standards, and more.

PD Fridays are used to build capacity within teachers by using professional development and professional learning communities to better understand the data and how to most effectively use it. Data analysis is embedded in our professional development program and is rooted in the DuFours' PLC model. The support team (principal, special education, reading/math specialist) collaborates regularly to plan for instructional support that is differentiated. Additionally, we are meeting in collaborative professional teams based on grade bands to facilitate conversations regarding the academic and social supports we are using and may need to help all students become proficient in math.

Assessment

StarShine Academy uses AIMS data, DIBELS, Galileo, Study Island, MobyMax, and A+ data as the basis for its assessment system which is aligned to the Arizona College and Career Readiness Standards (Common Core). Additionally, classroom data, based on specified learning objectives, is also used as a measure to determine growth and mastery of the material. Daily, weekly and monthly, informal and formal assessments of students' academic performance are reviewed to drive instructional decisions and evaluate curricular effectiveness. By utilizing weekly academic data from the A+ Assessment Program we can effectively target weak or deficit areas in instructional delivery and/or students' learning to re-teach those areas that are not mastered.

StarShine Academy also utilizes AIMS, DIBELS, Galileo, MobyMax, and A+ data to provide students with interventions to help them achieve both growth and mastery in these areas. For example, all students (including ELL and special education) who did not pass the AIMS test the last time that they took it, are

provided with interventions in Math or Reading or both. This provides students additional instructional time to build on math and reading skills and help to close the instructional gap in the regular classroom.

Benchmark assessments are given three times a year—beginning, middle and end. All special education students take these benchmarks with the accommodations that are part of their IEPs. Data from these students is provided to both the classroom and special education teachers. Results of these standards-based assessments are also used to address instructional decisions, curriculum decisions and professional development needs. Teachers and the administration review the assessment results to identify specific students needing specific intervention and to ensure that classroom generated assessments are measuring the material at the appropriate level of rigor and that the alignment is parallel.

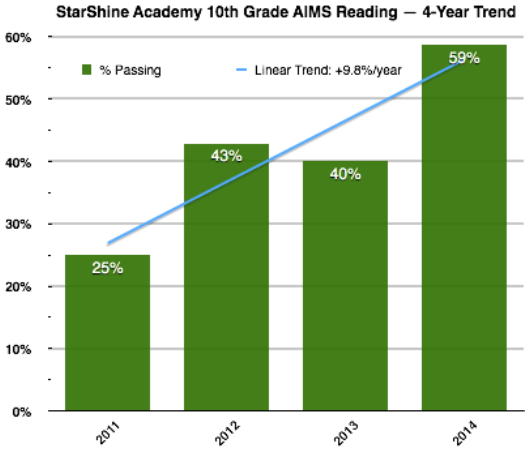
This year we adopted the Galileo assessment system to identify where our students are having problems, and where we need to focus our instructional efforts – for each student. We administered an initial baseline assessment in the fall, using Galileo, and have bought additional tools to gather information on proficiency as it occurs. These tools include DIBELS for reading in K-6, Study Island, utilized for high school AIMS support but available for all grade levels, and MobyMax in grades K-8. MobyMax is also used to support ELL and fact fluency for math students in high school.

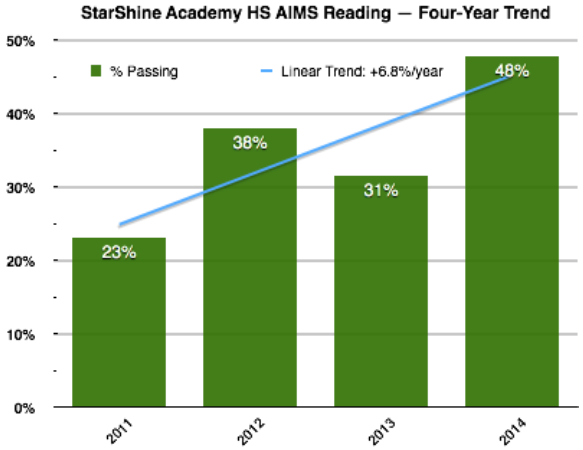
We conducted an initial Galileo pretest in October and then conducted a Galileo benchmark assessment in January. We decided to compare the AIMS scores from 2013 to the second Galileo benchmark. An analysis of the benchmark assessment showed that we had made progress compared to the previous year's AIMS results, as shown in the table below. The Galileo results illustrate significant improvement in almost every area of reading and math. High school math remained fairly static except for 12th grade. We will continue to address this finding and are implementing different strategies and testing new hypotheses to achieve more positive achievement results. The third and final benchmark will be administered in May and the results compared to the first two findings for analysis and planning for continuous improvement.

We are also excited to report significant progress based on the 2014 Spring AIMS Reading results for our high school students. These results demonstrate in particular that our rapid growth is not hurting our test scores. As the high school grew by 31% over last year, AIMS Reading results extended a long-term improvement trend. For the high school as a whole, the AIMS Reading pass rate increased from 31% in 2013 to 48% in 2014, raising our high school close to the median for all alternative schools in Arizona (which are mostly high schools). For those taking the test for the first time (10th graders), the AIMS Reading pass rate increased from 40% in 2013 to 59% in 2014. Fitting a line to our last four years of AIMS Reading scores shows *a growth trend of 6.8% per year for the high school as a whole and 9.8% per year for 10th graders*. Some of the highlights include:

- This year's tenth graders passing rate grew from 40% last year to 59% this year even though the tenth grade population grew by 45%.
- The eleventh grade showed even stronger growth, with 191% increase in achievement over last year while the size of the class grew by 38%.
- The number of high school students whose scores fell in the Approaches range shrunk from 63% to 46% while the Meets category grew by 17%.
- The aggregate high school passing rate is 52% better than it was one year ago while the population is 31% bigger.

Data





AIMS 2013 Comparison to Most Recent Galileo Benchmark

Grade	1	2	3	4	5	6
Subject	Math	Math	Math	Math	Math	Math
Total # Tested	n/a	n/a	11	12	13	15
% Passing (AIMS 2013)	n/a	n/a	45%	17%	8%	20%
Total # Tested	26	26	15	20	15	18
% On Course/Minimal Risk (Galileo B2)	69%	65%	67%	20%	13%	34%

Grade	7	8	9	10	11	12
Subject	Math	Math	Math	Math	Math	Math
Total # Tested	15	13	n/a	18	17	10
% Passing (AIMS 2013)	47%	15%	n/a	6%	6%	0%
Total # Tested	14	20	19	21	20	12
% On Course/Minimal Risk (Galileo B2)	57%	25%	6%	5%	5%	8%

Grade	1	2	3	4	5	6
Subject	Reading	Reading	Reading	Reading	Reading	Reading
Total # Tested	n/a	n/a	11	12	13	15
% Passing	n/a	n/a	55%	50%	38%	47%
Total # Tested	26	26	16	23	20	15
% On Course/Minimal Risk (Galileo B2)	79.00%	63%	60%	65%	35%	53%

Grade	7	8	9	10	11	12
Subject	Reading	Reading	Reading	Reading	Reading	Reading
Total # Tested	15	13	n/a	20	8	7
% Passing	80%	46%	n/a	40%	13%	29%
Total # Tested	14	18	20	23	19	14
% On Course/Minimal Risk (Galileo B2)	86%	60%	55%	61%	68%	50%

2b. Proficiency—SPED Subgroup – Reading/Math

Progress toward IEP goals and increases in students' academic achievement is monitored frequently. Of those students whose annual IEP cycles have ended, 85% have mastered their reading and math goals. For those students who have new IEP goals, all students are making significant monthly progress towards "mastery" of their reading and math goals. Success with the SPED program is also evident in the fact that the majority of special education students have made demonstrated growth.

Instruction

The purpose of Student Services at StarShine is to improve the quality of teaching and learning in the school, so that greater numbers of special education students achieve proficiency in the core academic subjects of reading and mathematics. Our theory of action states that classroom instruction improves if instructional staff — teachers, principals, and paraprofessionals — are given ongoing support embedded in their classroom work and if their learning is collaborative and focused on what they need to know to meet students' needs. Instructional staff also must be given the support they need to improve their school organizations and their use of people, time, and resources. Parents must be respected and welcomed as partners in students' learning.

StarShine supports inclusive practices for students with disabilities. Students receiving special education services at StarShine participate in the established school-wide curriculum for their respective grade levels. Push-in and pull-out services are provided to ensure that specialized instruction is given according to students' IEPs. Teachers utilize information in students' IEPs to provide accommodations and make any necessary modifications to curriculum in cooperation with the special educator.

StarShine emphasizes high expectations and standards for all students and educators, and continually maintains that student achievement is of utmost importance. We are committed to inclusive practices where assistance for collaboration between general education and special education teachers is provided to meet the needs of all children. Although committed to "Child Find," the school strives to minimize labeling of students and continually addresses educating students within the least restrictive environment (LRE) while providing a free and appropriate education (FAPE). Through the use of teacher assistance (Pre-Referral) teams, effective collaboration, consultation, intervention, and the Child Study Team process, the school adheres to developing and implementing sound academic and behavioral interventions in general education settings prior to referral for special education consideration. As a school, we are committed to maintaining compliance with state and federal regulations, while employing child-centered "best practices" in the identification for, and implementation of, special education and other services.

StarShine employs a Special Education Director who is a Highly Qualified and certified special education teacher to provide specialized instruction and accommodations as identified in the student's IEP. School Psychology, Speech and Language, and Occupational therapy services are contracted and help to plan, create, and implement all the services required by each student's IEP. Students with a wide variety of disabilities are served in a manner that best fits their needs.

Curriculum

A specialized reading and/or math curriculum may be developed using multiple research-based programs and resources specifically designed for remediation that are aligned to the Arizona College and Career Ready Standards. However, the use of the A+ content in the high school, with needed accommodations, is

encouraged to support their individual deficits and learning challenges. Special Education students may be working at an adjusted pace with more time to review concepts and apply these skills to new problems. Technology is used for self-paced math and reading instruction. Students are encouraged to be actively engaged in curriculum content to acquire key concepts using meta-cognitive, goal setting and self-monitoring techniques to support academic growth. Students are encouraged to be independent and confident as they measure the increase in their abilities.

The Highly Qualified Special Education teacher meets regularly with classroom teachers to ensure that attention is given to any modifications and/or accommodations required so that students are able to access the regular curriculum with appropriate support. Documentation of revised and/or new accommodations is recorded on the students' Individual Student Communication Log. Teachers develop differentiated instruction methods, with assistive technology, as well as how to vary curricular content, the learning environment and activities, based on student readiness, interest, or their learning profile. Teachers are provided with tools to create instruction that focuses on making sure students learn curricular concepts and principles when modifying lessons and assessments given to individual students.

The Director of Special Education reviews all lesson plans weekly to ensure alignment with standards and district reading/math curriculum and observes lessons to ensure differentiation is occurring. Walkthroughs are conducted to monitor teaching to standards and implementation of lesson plans. The school provides standards-aligned, Daily Practice and Review reading/math activities, and Test prep activities using Study Island, as a supplemental curriculum. The Special education director plans and implements celebrations to acknowledge success with reading/math performance objectives. Exemplary student assessment results are shared to support the school-wide focus on results driven instruction and interventions.

Professional Development

Professional development is provided to all staff in the areas of Child Find and the Special Education referral process, Special Education policy and procedures, free and appropriate public education, 504 regulations, and FERPA. In order to continue to be well-informed and up-to-date on Special Education laws, methodologies and instructional practices, the Special Education Director attends a Special Education Directors Institute sponsored by the Arizona Department of Education at the beginning of the year. Training is provided on developing successful Individual Education Plans, meaningful goal writing, and differentiated classroom management. Updates on laws and regulations, most current research-based curriculum, adaptive resources, and guidance to support building productive parent-teacher relationships are all aspects of Special Education professional development. The Special Education Director also participates in professional development opportunities sponsored by the Arizona Department of Education and other organizations.

Teachers and staff are provided with professional development to assist with understanding the levels and needs of special education students according to student IEPs. Workshops in differentiated instruction have become part of the topics covered during weekly professional development to assist teachers in using strategies to meet the needs of all students. Teachers are progressively participating in discussions that review options for addressing student needs before referral to special education.

Assessment

Benchmark assessments are given three times a year—beginning, middle and end. All special education students take these benchmarks with the accommodations that are part of their IEPs. Data from these students is provided to the classroom teachers. Results of these standards-based assessments are also used to address instructional decisions, curriculum decisions and professional development needs. In order to increase

reading and math proficiency among special education students, Galileo baseline and benchmark data is utilized. The data provided assists the special education director in identifying appropriate educational programming to improve student learning. The special education staff is able to design individualized instructional plans and learning interventions based upon the identified academic strengths and weaknesses.

In addition to the standardized testing, monthly, individualized formative assessments, using curriculum based measures, are given in reading fluency, basic reading, reading comprehension, written expression, math calculation, and applied problems in order to progress monitor the IEP goals of each student. Curriculum based measures are created using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Brigance, Dolch Word Lists, Steenburgen Quick Math, Writing Evaluation Scale, and the San Diego Quick Reading Assessment.

All IEP goals are aligned to grade level Arizona College and Career Ready Standards. Monthly progress data for each student is documented and tracked. This indicates actions that have greatest likelihood of improving achievement for the identified students. Based upon the progress results, the director determines if curricular changes or adjustments need to be made in order to ensure progress in the general curriculum. This information is provided to all general education English (Reading)/Math teachers. Progress toward IEP goals and increases in students' academic achievement is monitored frequently by the Special Education Director. Of those students whose annual IEP cycles have ended, 85% of their reading and math goals have been mastered. For those students who have new IEP goals, all students are making significant monthly progress towards "mastery" of their reading and math goals.

Students receiving special education services at StarShine participated in the Galileo benchmark assessments given earlier this school year. In analyzing and disaggregating the data we found that of the 19 special education students who completed the Galileo Reading Test, 26% were significantly at risk, while 58% approached the benchmark, and 16% achieved a passing score. Following the trend of the school as a whole, 61% of the 18 special education students who completed the Galileo Math Test were significantly at risk, 22% approached the benchmark, and 17% achieved a passing score.

Of the high school special education students required to take the Spring 2014 AIMS Reading test, one passed and two approached.

Data

Galileo Benchmark 2 Special Education

Reading

Grade Level	# of Students Tested	Significantly Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
1	0	0	0	0	0
2	1	0	0	100%	0
3	2	50%	50%	0	0
4	1	100%	0	0	0
5	4	50%	50%	0	0
6	1	100%	0	0	0
7	4	0	50%	50%	0
8	1	0	100%	0	0
9	1	0	100%	0	0
10	1	0	100%	0	0
11	0	0	0	0	0

12	3	0	100%	0	0
Totals	**19**	**26%**	**58%**	**16%**	**0**

Math

Grade Level	# of Students Tested	Significantly Below the Standard	Approaches the Standard	Meets the Standard	Exceeds the Standard
1	0	0	0	0	0
2	1	0	0	100%	0
3	2	50%	0	50%	0
4	0	0	0	0	0
5	4	50%	50%	0	0
6	1	0	0	100%	0
7	4	75%	25%	0	0
8	1	100%	0	0	0
9	2	100%	0	0	0
10	1	0	100%	0	0
11	0	0	0	0	0
12	2	100%	0	0	0
Totals	**18**	**61%**	**22%**	**17%**	**0**

Comparison
Galileo Reading

	Benchmark 1	**Benchmark 2**	**+/-**
Significantly Below the Standard	22%	26%	+4%
Approached the Benchmark	65%	58%	-7%
Meets the Benchmark	13%	16%	+3%

Galileo Math

	Benchmark 1	**Benchmark 2**	**+/-**
Significantly Below the Standard	71%	61%	-10%
Approached the Benchmark	19%	22%	+3%
Meets the Benchmark	10%	17%	+7%

3a. State Accountability Rating

StarShine Academy's academic outcomes on the Charter Board's Academic Performance Dashboard in the State Accountability measure indicate that the scores do not meet the standard. Based on the Arizona State Board for Charter Schools' Academic framework for Alternative Schools, to meet the Standard, a school must receive a B-ALT rating from the state accountability system.

StarShine is a K-12 alternative educational resource serving students who are typically underserved and come to the school one or more grade levels behind in reading and math and/or are behind in credits for graduation and with skill gaps. The foundational philosophy at StarShine is that all students will improve academically by increasing instructional time and focusing instructional efforts on student needs. StarShine's blended learning instructional program provides the flexibility and additional time required to allow all students to be successful, especially students traditionally underserved, behind on credits, or those in need of an alternative learning environment. In subsequent years, the school will progress from this foundation, and students will continue to reach high academic achievement levels.

Curriculum & Instruction

There is an ongoing focus on curriculum and instructional alignment to the Arizona College and Career Ready Standards. StarShine's instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills based on formative assessment to quickly assess and address content area deficiencies based on Arizona State College and Career Ready Standards.

In accordance with the State requirements related to Arizona's Framework for Measuring Educator Effectiveness, StarShine Academy has revised its teacher evaluation process by implementing the evaluation process, rubrics, and scales developed by the Arizona Department of Education. Based on the Danielson Framework, the evaluation system is designed to monitor the integration of the Arizona College and Career Ready Standards into instruction and evaluate the instructional practices of teachers. It contains four domains: planning & preparation, the classroom environment, instruction, and professional responsibility.

During the course of the year, the evaluator schedules a minimum of one announced classroom observation and several unannounced informal classroom observations. Prior to the announced observation, the teacher provides a detailed lesson plan that corresponds to the lesson being observed. During the observation, the data is recorded based on the established indicators. A post-observation conference is held to review and discuss the teacher's performance and the professional development plan may be revised at this time. The information and discussions during these steps are intended to be formative rather than summative. Random student interviews are also conducted over the school year to gather student perception data and add to the comprehensive evaluation for each teacher. Stakeholder surveys are also included as to round out the data used to create the ratings.

Near the end of the school year, the teacher completes a self-assessment rubric. The teacher then meets with the evaluator to complete a summative evaluation, based on multiple measures of the teacher's performance over the entire school year, including student performance data. The teacher brings artifacts and assessment data to support his/her performance.

Professional Development

StarShine uses a rigorous, transparent, and equitable evaluation system, designed and developed by the Arizona Department of Education and based on the Danielson model, which takes into account data on student growth as a significant factor. Other aspects, such as multiple observation-based assessments, lesson planning, classroom management and effective use of instructional time, are also an integral part of teacher evaluation. The walkthrough observation form demonstrates how areas of focus are regularly monitored through the informal observation process.

Data is analyzed and used to evaluate instructional competence, student and teacher needs, and curriculum effectiveness. The evaluation framework provides feedback in a positive way to support and enhance the dedicated, professional staff at StarShine. Student achievement will improve as a result of providing a framework and support system for teachers.

Assessment

We spent some time this fall looking into various assessment and intervention options for all grade levels. We specifically looked for programs that would help us identify and track students, classes, grades, etc. individually and in the aggregate. We also wanted programs that would be engaging to students, easy to monitor, and provide detailed information about specific objectives. We have benchmarked students using Galileo and are utilizing Study Island and MobyMax to make it easier to gather and use data across grade levels and across the various job categories to make better instructional decisions. StarShine's instructional program includes A+, Galileo, MobyMax, and Study Island Assessments to identify core skill gaps, provide for targeted instructional opportunities, and assess mastery of state standards. Review of previous AIMS assessments are also utilized to guide instruction and provide targeted learning opportunities for students. As indicated in previous sections, data is analyzed and discussed to determine progress and address continued deficiencies. Teachers monitor student completion and proficiency reports in real time and provide immediate assistance.

We are also excited to report significant progress based on the 2014 Spring AIMS Reading results for our high school students. These results demonstrate in particular that our rapid growth is not hurting our test scores. As the high school grew by 31% over last year, AIMS Reading results extended a long-term improvement trend. For the high school as a whole, the AIMS Reading pass rate increased from 31% in 2013 to 48% in 2014, raising our high school close to the median for all alternative schools in Arizona (which are mostly high schools). For those taking the test for the first time (10th graders), the AIMS Reading pass rate increased from 40% in 2013 to 59% in 2014. Fitting a line to our last four years of AIMS Reading scores shows *a growth trend of 6.8% per year for the high school as a whole and 9.8% per year for 10th graders*. Some of the highlights include:

- This year's tenth graders passing rate grew from 40% last year to 59% this year even though the tenth grade population grew by 45%.
- The eleventh grade showed even stronger growth, with 191% increase in achievement over last year while the size of the class grew by 38%.
- The number of high school students whose scores fell in the Approaches range shrunk from 63% to 46% while the Meets category grew by 17%.
- The aggregate high school passing rate is 52% better than it was one year ago while the population is 31% bigger.

In analyzing our state accountability rating for last year, we found that StarShine actually fell into the 50th percentile for the composite measure. This means that we performed better than about half of the alternative schools in Arizona. For the growth measure, we fell into the 25th percentile. As you can see in the chart

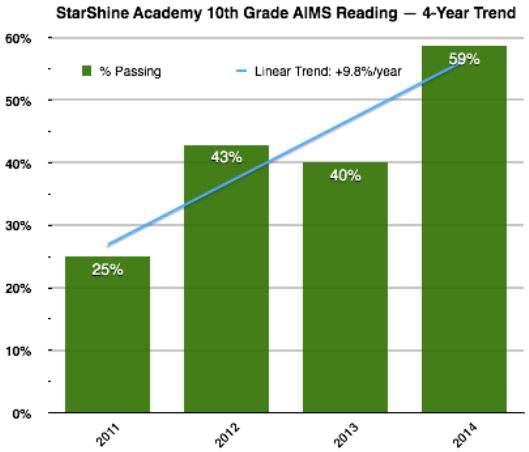
below, StarShine Academy is clearly making progress toward increasing achievement in reading and math. The D-ALT rating was assigned because of bell curve approach to labeling that limits the number of schools that can fall into each rating level. We find this combination of past state ratings and current student performance encouraging.

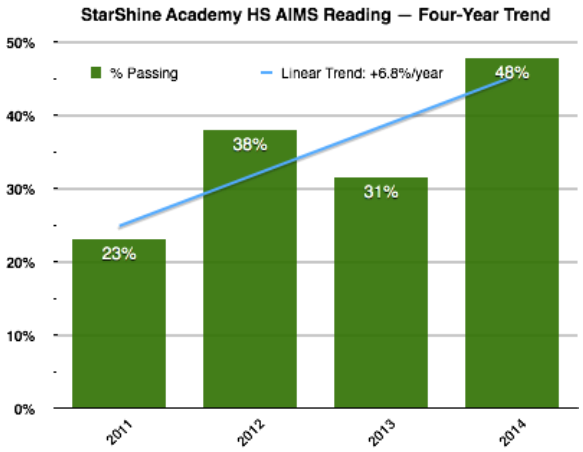
Our various academic measurement systems show progress across the board:

- MobyMax projects growth of 3.6 grade levels in Language and 2.3 grade levels in Math
- Galileo benchmarks predict school-wide increases in AIMS Reading and Math scores based on the midyear benchmark
- High school Spring AIMS Reading scores grew 52%, including significant redistribution of students from Approaches to Meets

As you can see from the implementation processes and achievement data we have presented, we are making progress toward creating whole, happy, successful adults. Additionally, while we are studying the state and federal accountability matrices, we are identifying and implementing ways to monitor our own progress toward these targets while also continuing to identify and track our progress in transforming K-12 education by bringing the best of StarShine's climate and culture of happiness and competence to other individuals and organizations.

Data





AdvancED Survey Results

AdvancED requires internal and external stakeholders from each individual institution within the system to evaluate their institution on the AdvancED Standards for Quality Schools, student performance, and stakeholder feedback. The following table provides the results of those self-analyses. Higher scores indicate higher perceived performance on each of the measures. The range of possible scores for each of the institutions within the system are 1 (low performing) to 4 (high performing).

Indicator Averages	Questionnaire Administration	Stakeholder Feedback Results and Analysis	Assessment Quality	Test Administration	Quality of Learning	Equity of Learning
3.79	3	3	4	4	4	3