Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: **Trivium Preparatory Academy**

Dashboard Ratings for All Measures					
Measure	**Prior Year Dashboard**		**Current Year Dashboard**		**Data Required for Report**
	Meets Exceeds	**Does Not Meet Falls Far Below No Rating**	**Meets Exceeds**	**Does Not Meet Falls Far Below No Rating**	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☒	☐	☒	☐	☐
Percent Passing – Reading	☒	☐	☒	☐	☐
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data generated from internal sources demonstrates improved academic performance in the current year as compared to the prior year? Describe and provide data for <u>each measure</u> that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

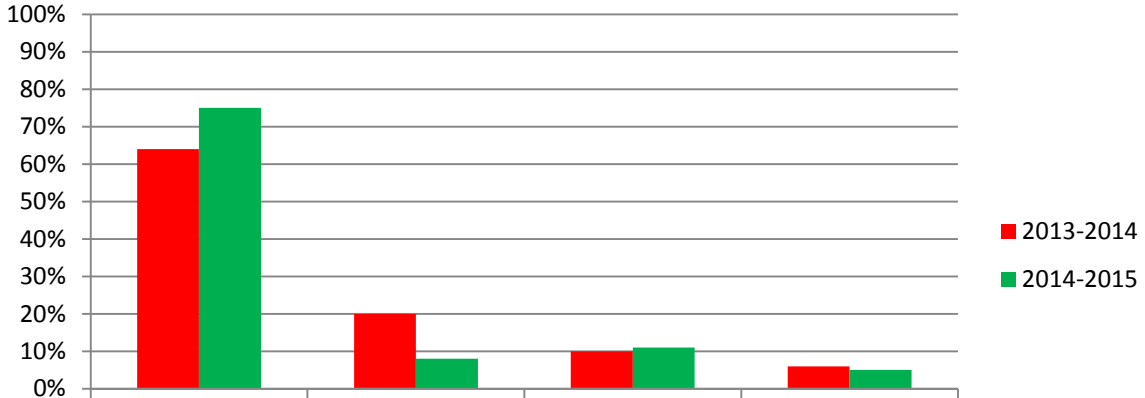
<u>Directions:</u> Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide valid and reliable comparative year-over-year data and analysis generated from internal assessment sources that demonstrates and evaluates the change in academic performance for all required measures for the **<u>current and prior school years</u>**. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data that is a valid and reliable indicator for each measure,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

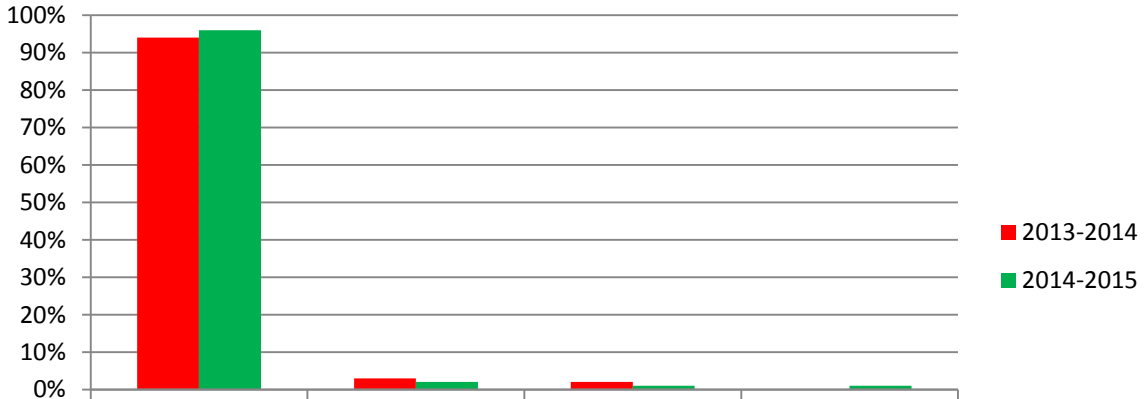
Math Growth As Measured By Risk Reduction (all students)



	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	64%	20%	10%	6%
2014-2015	75%	8%	11%	5%

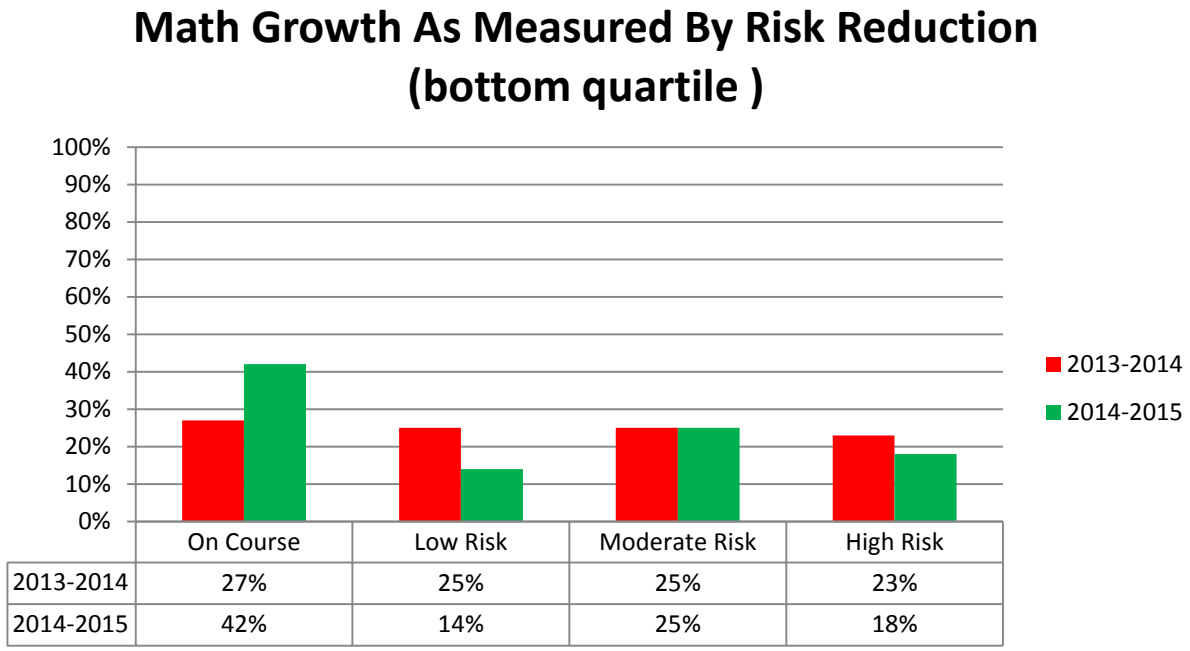
Insert Student Median Growth Percentile (SGP) – Reading data here:

ELA Growth As Measured By Risk Reduction (all students)



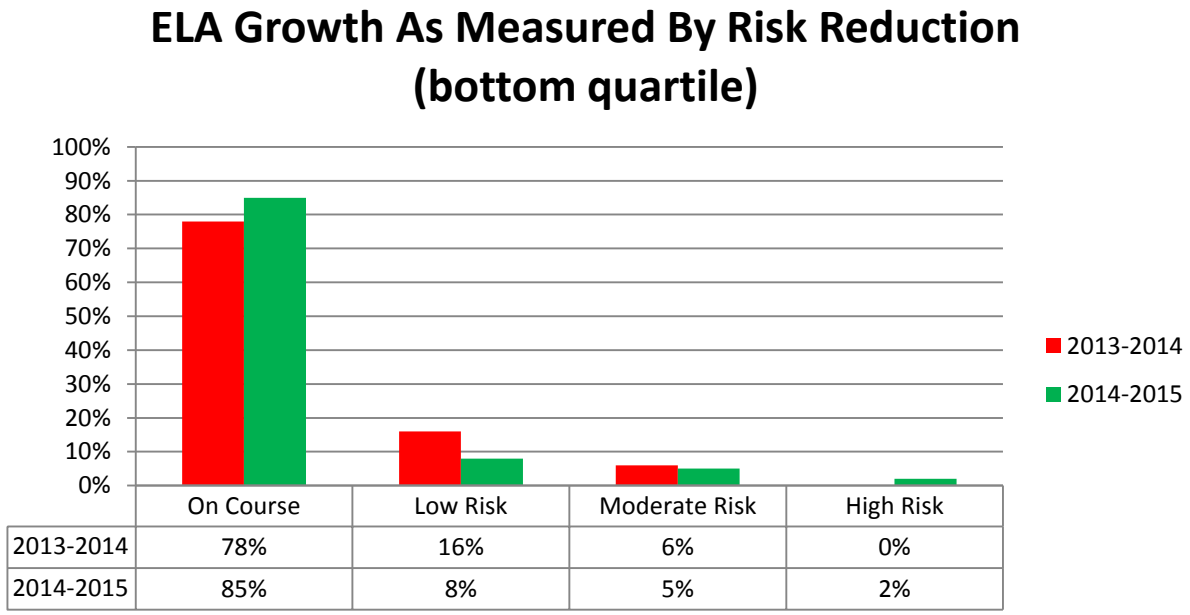
	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	94%	3%	2%	0%
2014-2015	96%	2%	1%	1%

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:



	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	27%	25%	25%	23%
2014-2015	42%	14%	25%	18%

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	78%	16%	6%	0%
2014-2015	85%	8%	5%	2%

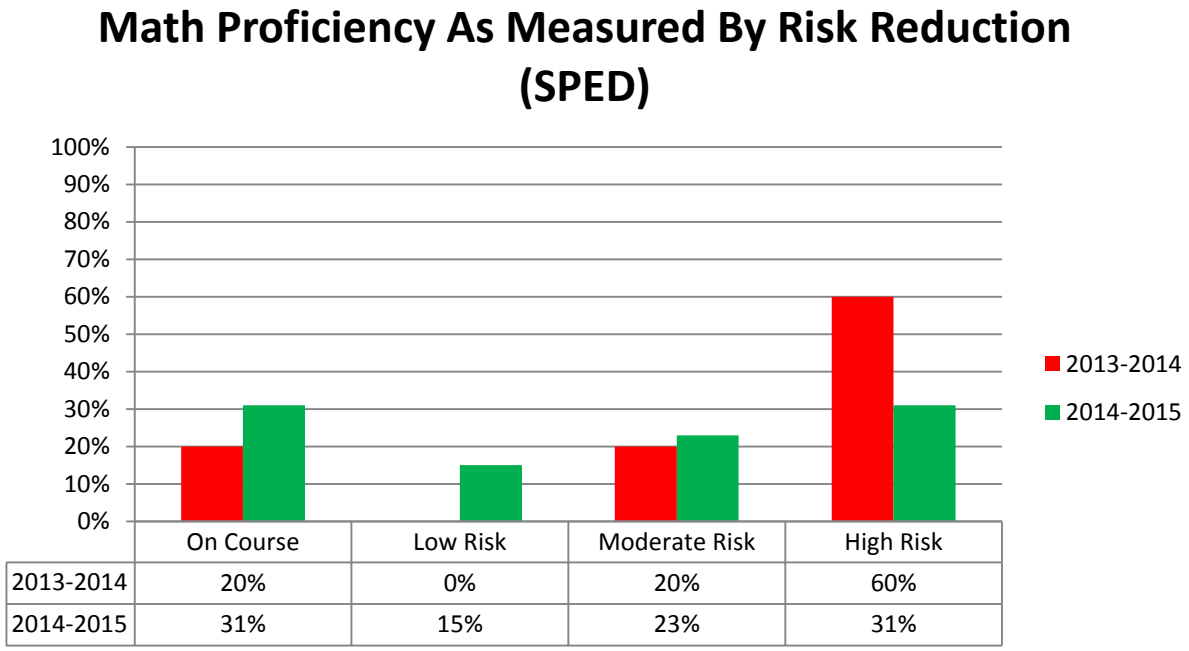
Insert Subgroup, ELL – Math data here:
Trivium Prep does not have any students eligible for ELL services.

Insert Subgroup, ELL – Reading data here:
Trivium Prep does not have any students eligible for ELL services.

Insert Subgroup, FRL – Math data here:
Trivium Prep does not collect FRL data on students.

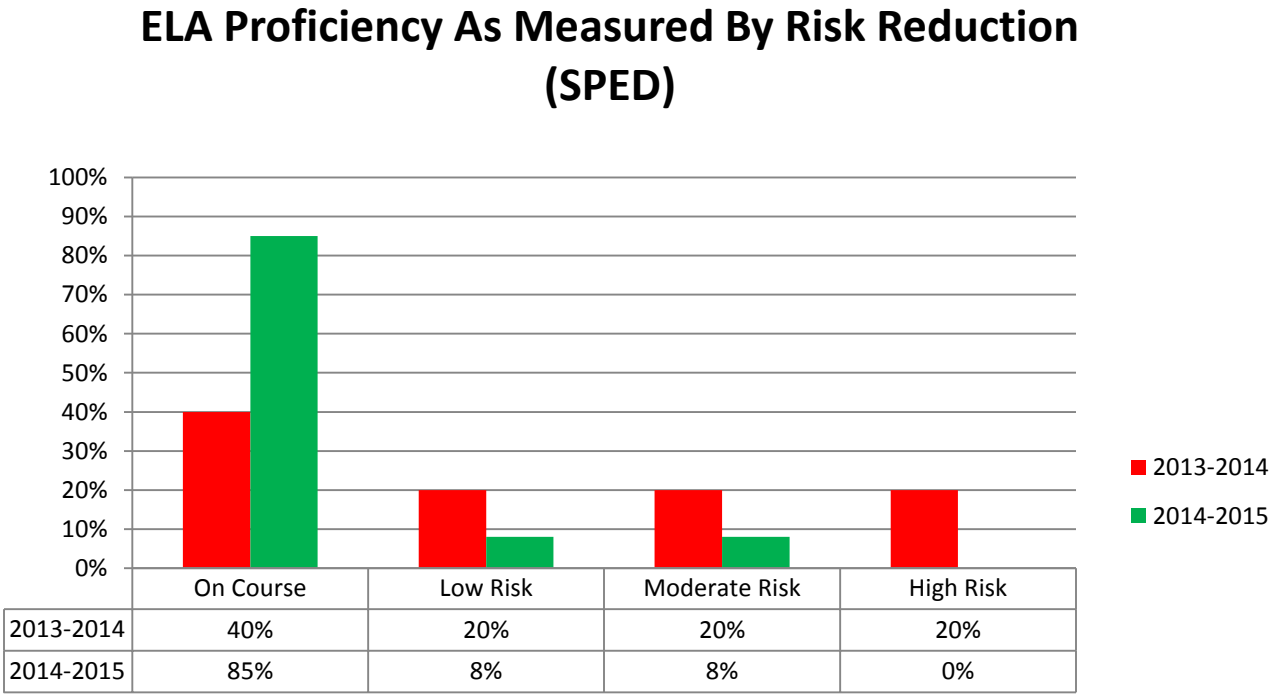
Insert Subgroup, FRL – Reading data here:
Trivium Prep does not collect FRL data on students.

Insert Subgroup, students with disabilities – Math data here:



	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	20%	0%	20%	60%
2014-2015	31%	15%	23%	31%

Insert Subgroup, students with disabilities – Reading data here:



	On Course	Low Risk	Moderate Risk	High Risk
2013-2014	40%	20%	20%	20%
2014-2015	85%	8%	8%	0%

Insert High School Graduation Rate data here:
Trivium Prep does not serve grade 12 at this time.

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is a valid and reliable indicator for each measure on the Academic Dashboard that does not meet the Board's standards?

The table below is a summary of the forecasting results from our 2013-2014 ATI benchmark assessments showing the predicted performance of our students on the 2014 state AIMS assessments. The bottom row, Summary Value, shows that overall: 96% of students identified as On Course by our benchmark assessments passed AIMS; 87% of students identified as highly likely to fail AIMS did, however, 13% passed despite their predicted failure; 21% of students predicted as likely to fail AIMS did, however, 79% who were predicted as likely to fail passed AIMS; and 82% of students predicted to likely pass AIMS did, however, 18% who were likely to pass AIMS did not. Overall, our benchmark assessments predicted accurately 88% of the time the actual outcome for students passing the state assessments. The table represents grade levels and subject areas for which ATI forecasts data. There is no forecasting data for grade 9 because the state administered Stanford 10 tests for Math and ELA in grade 9 and ATI does not forecast Stanford 10 assessments. There is no forecasting data for grade 10 because Trivium Prep did not have 10th grade students in 2013-2014.

Grade/ Subject Area	Correlation of Benchmarks and AIMS	Prediction for On Course	Prediction for High Risk	Prediction for Moderate Risk	Prediction for Low Risk	Overall Prediction
6 ELA	0.707	100	100	NA	NA	100
6 Math	0.827	88	100	0	56	77
7 ELA	0.613	100	NA	0	100	82
7 Math	0.817	100	67	0	89	91
8 ELA	0.607	88	NA	NA	NA	88
8 Math	0.723	100	80	83	82	88
Summary Value	0.716	96	87	21	82	88

These data are valid and reliable as they accurately predicted the performance of our students on the state assessments in the prior year (2014) and also supported the effectiveness of our interventions for those students who were identified as likely to fail AIMS, but didn't (13% of those at High Risk of failing and 79% of those at Moderate Risk of failing passed AIMS). As we are using the same benchmark assessment systems this year, this year's data are also a valid and reliable indicator of students' likely performance on this year's (2015) state assessments. Moreover, since our teachers use these data to inform instruction, interventions, and enrichment, the evidence suggests that they are making effective data-driven decisions with respect to their instruction.

Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations to understand current year performance as compared to prior year(s) performance? What change in academic performance does the analysis indicate? How does the analysis indicate the identified change in academic performance?
We have a singular data analysis process that we use for all measures evaluated in the Charter Board's Academic Dashboard (SGP Math, SGP Reading, SGP Bottom 25% Math, SGP Bottom 25% Reading, Percent Passing Math, Percent Passing Reading, ELL Math, ELL Reading, FRL Math, FRL Reading, SPED Math, SPED Reading). When we receive the data from our quarterly benchmark assessments, our data analyst, administrators, and teacher teams review the data for each student in each subject area to identify those who are on course and those who are in high, moderate and low risk categories with respect to proficiency and growth. Additionally, we identify for each student the particular content area strands in which they are deficient. Our teachers then use the results of the data analysis to develop interventions and instructional strategies that target particular needs of their students. These interventions and strategies are implemented throughout the interval until the next quarterly benchmark test is administered. Once new data from the next benchmark becomes available to us, we again analyze the data for all students, with a particular focus on monitoring the progress of those who were identified on the prior tests as being at risk. If their performance has not improved, we modify accordingly the interventions and instructional strategies being used with them in order for them to increase their proficiency and/or growth. We also analyze the new data to identify any students who were previously on course but have now declined in performance, and use the analysis to design interventions to bring them back on course. Additionally, we compare current year data to prior year data to evaluate the progress of the school as a whole in improving student performance by grade level and subject area. The comparison of our prior year to current year data in the charts above shows that overall we have uniformly increased the number of students who are on course and decreased the number who are at high risk in all measures, which shows our students are increasing in both proficiency and in growth (as measured by both an increase in students on course ranging from 2 to 44 percentage points and a net decrease across all risk categories ranging from 1 to 44 percentage points). Based on the effectiveness of our interventions as shown by last year's data – 92% of those identified as likely to fail the state AIMS assessments passed them – we believe that our interventions with our students will prove equally effective this year. Given that these data demonstrate the systems Trivium Prep has implemented are effective in improving student performance, we believe they provide the support required for an increase in our enrollment cap.