

# Adding Grade Levels to Charter Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Imagine Middle at Surprise,  
Inc.

**CTDS:**  
07-85-22-000

**Mailing Address:**  
18052 N. Black Canyon  
Highway  
Phoenix, AZ 85053  
> [View detailed info](#)

### Representative

**Name:**  
Nancy Hall

**Phone Number:**  
602-547-7961

**Fax Number:**  
602-547-7922

## Downloads

 [Download all files](#)

## Current Grade Levels

Current Grade Levels Served

- 7th Grade
- 8th Grade

## New Grade Levels

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State's approved academic standards and to methods of instruction described in the charter. Please note that a separate upload must be prepared for each grade level and content area and be named as such. Additionally, applicants must restate the name of the file in the Brief Description box (e.g., First Grade Reading, HS Algebra II).

### For K-8

Language Arts & Math: A completed curriculum sample for reading, writing, and math for each grade level being added including all attachments as outlined on the [required template and instructions](#).


### For 9-12


Language Arts & Math: A completed curriculum sample for reading, writing, and math coursework for each grade level being added including all attachments as outlined on the [required template and instructions](#). Each course must align with the State's graduation requirements.


Add Grade Levels

6th

Curriculum Samples

 [Download File](#) — Attached is the curriculum sample for the addition of 6th grade to the Imagine Middle at Surprise, Inc. charter.

 [Download File](#) — Attached is the updated curriculum sample for the addition of 6th grade for Imagine Middle at Surprise, Inc.

 [Download File](#) — 4.5.12 update of curriculum sample for the addition of 6th grade


Effective Date

07/01/2012

## Attachments

Board Minutes —  [Download File](#)

Narrative —  [Download File](#)

Timeline for implementation —  [Download File](#)

Additional Information\*

No documents were uploaded.

## Signature

Charter Representative Signature  
Nancy Hall 04/05/2012

**MINUTES OF THE DECEMBER 12, 2011 JOINT MEETING  
OF THE BOARDS OF DIRECTORS OF  
IMAGINE SUPERSTITION MIDDLE, INC.,  
IMAGINE PREP SUPERSTITION, INC.,  
IMAGINE MIDDLE AT SURPRISE, INC.,  
IMAGINE PREP SURPRISE, INC.,  
IMAGINE AVONDALE ELEMENTARY, INC.,  
IMAGINE AVONDALE MIDDLE, INC.**

Pursuant to notice of meeting, a joint meeting of the Boards of Directors (the “Board”) of Imagine Superstition Middle, Inc. (“ISTM”), Imagine Prep Superstition, Inc. (“IPST”), Imagine Middle at Surprise, Inc. (“IMSU”), Imagine Prep Surprise, Inc. (“IPSU”), Imagine Avondale Elementary, Inc. (“IAVE”), and Imagine Avondale Middle, Inc. (“IAVM”), (collectively the “Schools”), was held at Imagine Schools Southwest Group Office located at 18052 North Black Canyon Highway, Phoenix, Arizona 85053 at approximately 10:00 a.m. MST, on the 12th day of December, 2011.

The following directors of the Schools were present in person or by telephone:

Dr. Leonora Ketyer (telephonically)  
Herman Orcutt (telephonically)  
Rick Miller (telephonically)

The following others were present in person or by telephone:

Dr. Nancy Hall - Executive Vice President - Imagine Schools (in person)  
Mary Bonsall – Group Finance Director - Imagine Schools (in person)  
Veronica Cramer – Exec. Project Coordinator - Imagine School (in person)

Monte Lange – Regional Director (telephonically)  
Brad Uchacz – Associate Regional Director (telephonically)  
Linda Kiefner – Regional Director (telephonically)  
Joshua Jordan – Associate Regional Director (telephonically)  
Frank Stirpe – Interim Principal, Superstition (telephonically)  
Kay King – Business Administrator, Superstition (telephonically)  
Chris McComb – Principal, Surprise (telephonically)  
Kevin Dickerson – Business Administrator, Surprise (telephonically)  
Daniel Hattley – Apprentice Leader, Surprise (telephonically)  
Kim Agnew – Principal, Avondale (telephonically)  
Danielle Rehling - Apprentice Leader, Imagine Avondale (telephonically)  
Nimet Fitzpatrick – Business Administrator, Avondale (telephonically)

Georgia McGraw – Auditor, Ball & McGraw (telephonically)  
Joel Huber – Auditor (telephonically)  
Marian Zapata-Rossa, Esq., Quarles & Brady (telephonically)  
Jody Squires, Paralegal, Quarles & Brady (telephonically)

Dr. Leonora Ketyer called the meeting to order and took roll of the governing Board members. Dr. Ketyer served as Chairman of the meeting, Veronica Cramer tape recorded the meeting and Jody Squires recorded the minutes.

The Chairman stated that the first item of business was the review and approval of the minutes of the meeting held September 26, 2011 of the Boards of Directors. There being no further discussion, upon motion of Herman Orcutt duly made and seconded by Rick Miller, the following resolution was adopted:

RESOLVED, that the minutes of the meeting of the Schools held September 26, 2011 be, and hereby are, accepted and approved by the Boards.

The Chairman stated that the next item of business was the 2010-2011 Annual Audits of ISTM, OPST, IMSU, IPSU, IAVE, and IAVM. Joel Huber presented a summary report on the 2010-2011 Annual Audit for ISTM and IPST. Georgia McGraw presented a summary report on the 2010-2011 Annual Audit for IMSU, IPSU, IAVE and IAVM. The Boards discussed the 2010-2011 Annual Audits. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, each of the following resolutions were unanimously adopted:

RESOLVED, that the 2010-2011 Annual Audit of ISTM be, and hereby is, accepted and approved by the Board;

RESOLVED, that the 2010-2011 Annual Audit of IPST be, and hereby is, accepted and approved by the Board;

RESOLVED, that the 2010-2011 Annual Audit of IMSU be, and hereby is, accepted and approved by the Board;

RESOLVED, that the 2010-2011 Annual Audit of IPSU be, and hereby is, accepted and approved by the Board;

RESOLVED, that the 2010-2011 Annual Audit of IAVE be, and hereby is, accepted and approved by the Board; and

RESOLVED, that the 2010-2011 Annual Audit of IAVM be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the re-election of Dr. Leonora Ketyer as a member of the Board of Directors of IMSU for a term of three (3) years. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolution was adopted:

RESOLVED, that Dr. Leonora Ketyer is appointed as a member of the Board of Directors of IMSU, to serve for a term of three (3) years to end on December 12, 2014, or until the next meeting of the board of directors thereafter or her successor is duly appointed and qualified.

The following board members voted in favor of the resolution:

Herman Orcutt  
Rick Miller

The following board member abstained from voting on the resolution:

Dr. Leonora Ketyer

The Chairman stated that the next item of business was the re-election of Dr. Leonora Ketyer as President of IMSU. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolution was adopted:

RESOLVED, that Dr. Leonora Ketyer is elected to serve as President of IMSU, until the next Board of Directors appointment of officers or until her successor is duly appointed and qualified.

The following board members voted in favor of the resolution:

Herman Orcutt  
Rick Miller

The following board member abstained from voting on the resolution:

Dr. Leonora Ketyer

The Chairman stated that the next item of business was the quarterly financial reports for the quarter ending September 30, 2011 for ISTM, IPST, IMSU, IPSU, IAVE, and IAVM. A summary report for each school was presented and discussed. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, each of the following resolutions were unanimously adopted:

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for ISTM be, and hereby is, acknowledged and accepted by the Board;

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for IPST be, and hereby is, acknowledged and accepted by the Board;

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for IMSU be, and hereby is, acknowledged and accepted by the Board;

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for IPSU be, and hereby is, acknowledged and accepted by the Board;

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for IAVE be, and hereby is, acknowledged and accepted by the Board; and

RESOLVED, that the statement of operations (unaudited) for the quarter ending September 30, 2011 for IAVM be, and hereby is, acknowledged and accepted by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding Internet Safety Policy for Students for ISTM, IPST, IMSU, IPSU, IAVE, and IAVM. The Board discussed the Internet Safety Policy for Students with a consideration for the review of internet usage policies for staff. The Board agreed to approve the Internet Safety Policy for Students with the understanding that staff policies regarding internet usage be reviewed by the next Board meeting. The Board recommended that a separate policy be created/confirmed for staff on this topic, and that there be a cross-reference between the Internet

Safety Policy for Students and staff policies concerning internet usage. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, of the following resolution was unanimously adopted:

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for ISTM be, and hereby is, accepted and approved by the Board;

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for IPST be, and hereby is, accepted and approved by the Board;

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for IMSU be, and hereby is, accepted and approved by the Board;

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for IPSU be, and hereby is, accepted and approved by the Board;

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for IAVE be, and hereby is, accepted and approved by the Board; and

RESOLVED, that the Imagine Schools, Inc. Internet Safety Policy for Students for IAVM be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the Equipment Use Agreement for ISTM, IPST, and IAVM. A report was presented. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolutions were unanimously adopted:

RESOLVED, that the Equipment Use Agreement by and between ISTM and Imagine Schools, Inc. be, and hereby is, accepted and approved by the Board;

RESOLVED, that the Equipment Use Agreement by and between IPST and Imagine Schools, Inc. be, and hereby is, accepted and approved by the Board; and

RESOLVED, that the Equipment Use Agreement by and between IAVM and Imagine Schools, Inc. be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the addition of 6th grade to IMSU. A report was presented by Linda Kiefner regarding the addition of 6th grade to the IMSU charter and a discussion was held regarding the addition and the removal of 6th grade from Rosefield Charter Elementary School. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolution was unanimously adopted:

RESOLVED, that the addition of the 6th grade to IMSU charter be, and hereby is, accepted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding IAVE, formerly Imagine Elementary at Avondale, LLC, operating DHS licensed programs. A report was presented by Joshua Jordan. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolution was unanimously adopted:

RESOLVED, that IAVE operate DHS licensed programs be, and hereby is, adopted and approved by the Board.

The Chairman stated that the next item of business was the report, review and possible action regarding the appointment of Kim Agnew as authorized representative/signer for IAVE DHS licensing. A report was presented by Joshua Jordan. There being no further discussion, upon motion of Mr. Orcutt duly made and seconded by Mr. Miller, the following resolution was unanimously adopted:

RESOLVED, that appointment of Kim Agnew as authorized representative/signer for IAVE DHS licensing be, and hereby is, adopted and approved by the Board.



The Chairman stated that the next item of business was the report, review and possible action regarding approval of school check signers. No approval was requested; therefore, no action was required.

The Chairman stated that the next item of business was the report and review from the School Leaders. Frank Stirpe gave a summary report and highlighted current achievements for ISTM and IPST. Chris McComb gave a summary report and highlighted current achievements for IMSU and IPSU. Kim Agnew gave a summary report and highlighted current achievements for IAVE and IAVM. Dr. Ketyer acknowledged and thanked the School Leaders. This was informational only; therefore, no action was required.

The Chairman stated that the next item of business was the report and review from the Regional Directors. Monte Lange introduced the school leaders and gave a summary report for ISTM and IPST. Linda Kiefner introduced the school leaders and gave a summary report for IMSU and IPSU. Joshua Jordan introduced the school leaders and gave a summary report for IAVE and IAVM. Dr. Ketyer acknowledged and thanked the Regional Directors. This was informational only; therefore, no action was required.

The Chairman then issued a call to the public for issues and there were none. Dr. Ketyer thanked and wished everyone happy holidays.

Veronica Cramer stated the date of the next meeting will be Monday, March 19, 2011, at 10:00 a.m.

There being no further business to come before the meeting, the meeting was adjourned at approximately 10:45 a.m.

APPROVED:

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Secretary

Imagine Superstition Middle, Inc.  
Imagine Prep Superstition, Inc.  
Imagine Middle at Surprise, Inc.  
Imagine Prep Surprise, Inc.  
Imagine Avondale Elementary, Inc.  
Imagine Avondale Middle, Inc.

## **Amendment for Imagine Middle at Surprise, Inc. to Increase Grade Levels**

### **Background and Support for Expansion**

Imagine Middle at Surprise, Inc. would like to expand its current program by amending its charter to include 6<sup>th</sup> grade during the 2012 – 2013 school year. At the present time, Imagine Middle at Surprise, Inc. is serving students in grades 7<sup>th</sup> through 8<sup>th</sup>. We have held numerous formal and informal parent meetings to inform our parents about the possible expansion of 6<sup>th</sup> grade on our campus, and parents have been supportive of the addition. A definite demand and desire for additional grades exists within the community. Support for the expansion has come from Imagine Schools' families wanting to continue their educational experience with Imagine Schools.

In addition to parent support, Imagine Middle at Surprise, Inc. has received much community support particularly from our sister school, Rosefield Charter Elementary School, Inc. which opened its doors in 2005. Substantial partnerships include Rio Salado College, Glendale Community College, Grand Canyon University, Arizona State University, Kids at Hope, local restaurants and businesses for student internships, Musical Surprise, and the City of Surprise Youth Leadership Council and Office of Sustainability. Through these relationships, Imagine Middle at Surprise, Inc. has been able to offer unique enrichment opportunities and academic experiences.

Imagine Middle at Surprise, Inc. was born out of a desire by parents for a better option for middle school students. Many parents were not happy with the Dysart School District and when Rosefield Charter Elementary School, Inc. opened their doors for grades K through 6 in 2005, it was apparent that having choice in education was needed in Surprise, Arizona. Rosefield Charter Elementary School, Inc. flourished in the first year of operation and plans began to open grades 7 and 8 the following year.

Our hope is that with this charter amendment approval students will be able to attend classes at Rosefield Charter Elementary School, Inc. from kindergarten through fifth grade, Imagine Middle at Surprise, Inc. from sixth through eighth grade, and finally matriculating from eighth grade into Imagine Preparatory at Surprise, Inc. for ninth through twelfth grade. This consistency of expectations, the continuation of learning based upon the Imagine Standards-Based Curriculum, and the comfort-level developed from the familiarity of teachers and peers will promote strength in academic success.

### **How the Additional Grades Support the Philosophy, Methods of Instruction, Special Emphasis, and Mission of the Charter**

#### **Philosophy**

Imagine Middle at Surprise, Inc.'s philosophy is to provide a learning environment where students feel safe, supported, and respected as they actively learn and develop, both socially and academically. By engaging students in grades six through eight in 21<sup>st</sup> Century based skills and a rigorous standards-based curriculum aligned to the Arizona State Standards, the school promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Additionally, it is the school's responsibility to help parents and guardians fulfill their

commitment in a partnership to educate their children. By allowing Imagine Middle at Surprise, Inc. to expand its program to include sixth grade, this philosophy will be used to support more of the students in the Surprise community.

### Methods of Instruction

Imagine Middle at Surprise, Inc. uses hands-on methods and technology integration as its main focus of lesson delivery. In order to guide the addition of sixth graders on Imagine Middle at Surprise, Inc.'s campus, teachers will use a variety of 21<sup>st</sup> century teaching methods including: interdisciplinary thematic units, teacher-directed instruction, interdisciplinary project-based learning, problem solving in real world application, integrated technology, cooperative learning, service learning, Dr. Sandra Kaplan's icons of depth and complexity, and differentiated instruction.

The methods of instruction offered to students at Imagine Middle at Surprise, Inc. have demonstrated success as a rigorous, high quality educational opportunity for students. The school utilizes the *Imagine Standards-Based Curriculum* which is characterized by challenging academic standards that are clearly articulated at each grade level. The *Imagine Standards-Based Curriculum* is proprietary and is aligned with the Arizona Academic K-12 Standards. Imagine Middle at Surprise, Inc. offers an educational program that provides balance among language arts, math, media, science, technology, social studies, music, art, character education, and athletics. Imagine Middle at Surprise, Inc. utilizes the Galileo school-wide benchmark assessments that are aligned to the Arizona Academic Standards to monitor student level growth and to modify instructional practice to ensure students are meeting or exceeding the Arizona Academic Standards.

Service learning projects, where students study a need of the community then apply their learning towards alleviating that need, will enable students to learn more about the community. Our goals for our 8<sup>th</sup> grade students will continue to emphasize academic achievement, integrity, leadership, and community service encouraging students to become productive members of society.

### Emphasis

All schools in the Imagine School's family emphasize positive, moral and academic development through our Six Measures of Excellence, character development, Seven Virtues, and 21<sup>st</sup> Century Skills to include: collaboration, communication, creativity, and critical thinking. By extending this culture to sixth grade, we will be able to provide families with an opportunity to continue their educational experience with Imagine Schools. To achieve this, Imagine Middle at Surprise, Inc. already utilizes a character development program that is integrated into all facets of the school day. More students will also allow for greater participation in our community-oriented projects that are part of the curriculum, such as the installation of a pond and garden, collaboration with the City of Surprise Office of Sustainability, and participation in the Future Problem Solvers Program.

## Mission

The mission of Imagine Middle at Surprise, Inc. is to provide a unique, educational experience that emphasizes student engagement and professionalism through project-based learning and 21<sup>st</sup> Century Skills that include: collaboration, communication, creativity, and critical thinking. Allowing Imagine Middle at Surprise, Inc. to expand our grade levels will allow us to seamlessly continue this mission with our current and future students.

## **Timeline for Implementation**

- Imagine Middle at Surprise, Inc. intends on serving grades six through eight beginning in August of 2012 for the 2012-2013 school year.

## **Proficiency Level Required for Credit and/or Promotion and Credit Transfer Policies**

Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, class assessments, state assessments, and other relevant social, emotional, and academic information. The classroom teachers recommend promotion or retention of students, subject to review and approval of the principal. Specific criteria considered for the promotion include:

- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on the AIMS for Mathematics, Reading and Writing.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on 80% of all summative unit assessments administered throughout the academic year.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by achieving 70% proficiency on benchmark assessment and tutorial programs such as Galileo and Study Island.

## ***Remediation activities are an important part of the educational program for our students.***

Teachers consistently assess performance throughout the school year to determine student progress and their need for additional support. For each student whose academic indicators (i.e. daily class assignments, student portfolios, unit assessments, benchmark assessments, etc...) suggest they may not be on target to meet the proficiency levels established for promotion, the school will require the parents/guardians to meet with the teacher(s) and to develop a detailed plan for remedial instruction through one or more of the following activities:

- Before school tutoring by teaching faculty
- High school student led tutorial program
- Individual Student Success Plans that outline student goals
- Academic Workshop class that targets individual student needs through pre and post assessment and targeted areas of instruction

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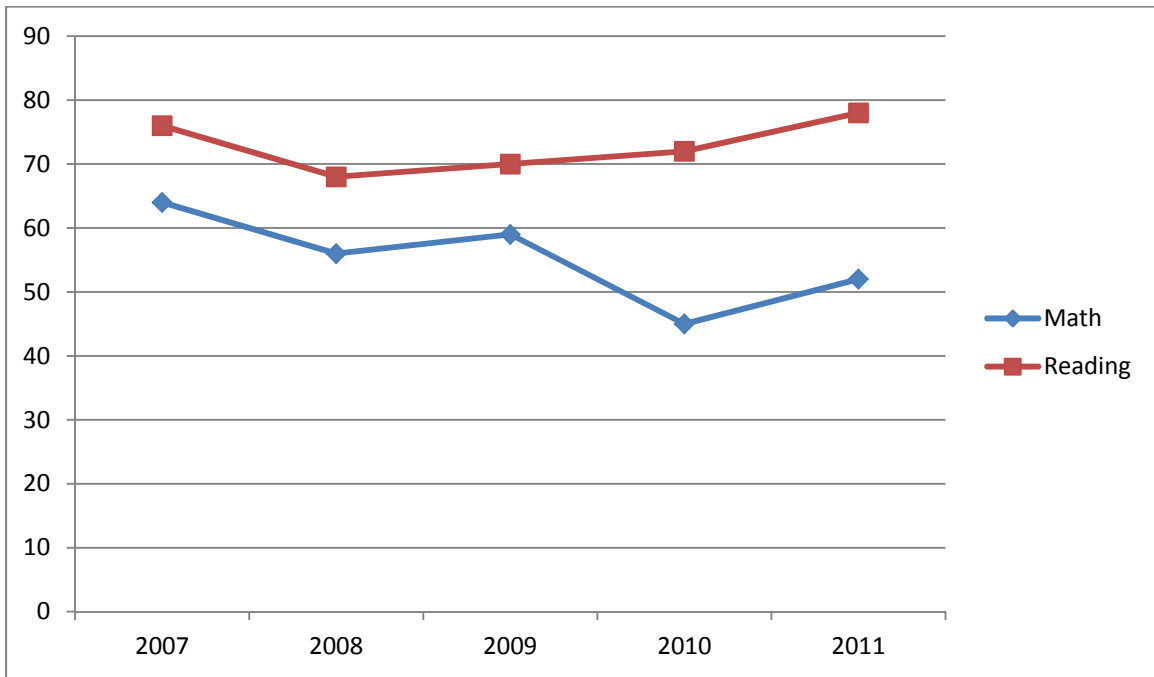
- Small group instruction to differentiate in response to students needs during the regular academic school day

We recognize the need for improved student growth and academic performance of reading and math. As a result, Imagine Middle at Surprise, Inc. has implemented several initiatives to increase the academic achievement in reading and math. Such programs include *SRA* from McGraw Hill, *Buckle Down*, *Strategies for Success*, *Skills Bridge*, and *Study Island*. Throughout the school year, the school utilizes data to drive instruction. Baseline student data is obtained in the Fall utilizing both the Stanford 10 and Galileo. Stanford 10 is a norm-referenced standardized assessment and Galileo is a criterion-referenced assessment aligned to the Arizona State Standards. Using the results of these assessments and working with Imagine Schools' Regional support, school leadership and teaching staff have implemented the following:

- A Performance Management Plan that was developed in collaboration with the Arizona Charter School Association that was submitted for the 2011 – 2012 school year
- Involvement of the whole staff in the completion of the Comprehensive Needs Assessment provided by the Arizona Department of Education
- The development of a school-wide professional development plan based on teacher effectiveness standards that are supported by the Regional's Professional Development Task Force
- Benchmarks three times per calendar year (Fall, Winter, and Spring) to measure the progress of Arizona State Standards with monitored adjustments to instruction and intervention based on results of each assessment
- Implementation of school Instructional Coach to work with teachers to gather and interpret student data, revise curriculum maps (with new ATLAS program) and lesson plans, and share instructional strategies
- Personalized learning goals (through Individual Student Success Plans) developed with students, along with reasonable accommodations and modifications to instruction
- Teacher and Instructional Coach created data boards to display results and progress at each benchmark for the school community (more frequent formative assessments results are displayed as well)
- Student and teacher created data binders to track formative assessments and benchmark results as well as students' academic goals
- A variety of school-wide intervention opportunities for identified students during the school day and before and after-school

We are requesting that the State Board of Charter Schools approve our amendment to add the additional grade level for the 2012 – 2013 school year.

**AIMS Testing Results for Imagine Middle at Surprise, Inc. from 2007 to 2011**  
**Percent of Students Meeting or Exceeding**





**Imagine Schools Arizona Learning Gain Results and Explanation**

- **Learning Gain Report- Imagine Desert Sky Region 2010-2011**

	<b>Reading Gain</b>	<b>Math Gain</b>	<b>Average Total Gain</b>
<b>Imagine Preparatory at Surprise</b>	0.98	1.01	1.00
<b>Imagine Avondale</b>	1.01	1.06	1.04
<b>Imagine Bell Canyon</b>	1.03	1.07	1.06
<b>Imagine Rosefield</b>	1.02	1.09	1.05
<b>Imagine Sierra Vista</b>	1.01	1.06	1.04
<b>Imagine Tempe</b>	1.00	1.06	1.04
<b>Imagine Desert Sky Region</b>	1.01	1.06	1.04

- **Learning Gain Report- Imagine Sonoran Desert Region 2010-2011**

	<b>Reading Gain</b>	<b>Math Gain</b>	<b>Average Total Gain</b>
<b>Imagine Prep at Superstition</b>	0.98	1.00	0.99
<b>Imagine Camelback</b>	1.06	1.16	1.11
<b>Imagine Coolidge</b>	1.02	1.08	1.05
<b>Imagine Cortez Park</b>	1.03	1.14	1.07
<b>Imagine Desert West</b>	1.09	1.18	1.14
<b>Imagine East Mesa</b>	1.03	1.09	1.05
<b>Imagine West Gilbert</b>	1.04	1.10	1.07
<b>Imagine Sonoran Desert Region</b>	1.04	1.11	1.07

**Learning Gain Calculation:**

Imagine Schools utilizes the NCE score to calculate learning gains because the NCE score can support these calculations and retains its meaning across grade levels and subject areas. A gain score is defined as the difference between the Fall and Spring test NCE score. That is, gain = Spring NCE – Fall NCE. This results in a learning gain score that has an expected value of 0 (when student demonstrates the same gain as the norming population) and ranges from -98 to 98. A negative learning gain does not mean a student has actually lost knowledge, just that he/she has not made similar gains compared to the gains demonstrated by students in the norming population. In order to avoid the misinterpretation of a negative learning gain score, a transformed learning gain value is computed: The transformation equation is:

Learning Gain = 1 + (gain/100). This results in a score that has an expected value of 1.0 and varies from .02 to 1.98.

Learning gains are first calculated for every student and then summary values (mean, median, etc...) are determined for the appropriate reporting group (e.g. grade level, school, etc...).

### Imagine Schools Arizona Learning Gain Results and Explanation

#### **Learning Gain Interpretation:**

A learning gain of 1.0, therefore, represents a student that has participated in one year of education and stayed at the same relative position as students in the national norming sample who participated in the same year of education. A student with a learning gain greater than 1.0 has made more progress than normal. A learning gain of less than 1.0 represents less progress than normal. For example, let's take the case of John Jones, a student entering the fourth grade in the fall. Since he has not experienced much, if any, of the fourth grade curriculum, we test him as a third grade student. On the fall test, he receives a Total Reading NCE score of 45. In the Spring, John has completed fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Reading NCE score of 55. His gain is 10 (55-45) and is reported as the transformed learning gain score 1.10. This means that John has made more progress in academic achievement during his fourth grade year than is expected based on the norming population. On the other hand, on the Fall test John receives a Total Mathematics NCE score of 55. In the Spring, John has completed the fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Mathematics NCE score of 30. His gain is -25 (30-55) and is reported as a transformed learning gain score of .75. This does not mean that John did not learn, or even forgot his Mathematics skills. John has made substantially less progress in academic achievement in mathematics during his fourth grade year than is normal.

<b>ARIZONA NSLP FREE AND REDUCED % 2011-2012</b>			
<b>IMAGINE DESERT SKY REGION</b>		<b>IMAGINE SONORAN DESERT REGION</b>	
Bell Canyon Charter School	<b>66%</b>	Imagine Preparatory at Superstition	<b>56%</b>
Rosefield Charter Elementary School	<b>17%</b>	Imagine Middle at Superstition	<b>67%</b>
Sierra Vista Charter School	<b>35%</b>	Imagine Elementary at Camelback	<b>82%</b>
Imagine Middle School at Surprise	<b>39%</b>	Imagine Middle at Camelback	<b>93%</b>
Imagine Preparatory at Surprise	<b>39%</b>	Imagine Elementary at Coolidge	<b>70%</b>
Imagine Elementary at Tempe	<b>78%</b>	Imagine Middle at Coolidge	<b>65%</b>
Imagine Elementary at Avondale	<b>67%</b>	Pathfinder Charter School Foundation	<b>93%</b>
Imagine Middle at Avondale	<b>67%</b>	Imagine Charter Middle School at Cortez Park	<b>94%</b>
		Imagine Elementary at Desert West	<b>95%</b>
<b>AZ GROUP AVERAGE</b>	<b>63.61%</b>	Imagine Middle at Desert West	<b>96%</b>
		East Mesa Charter Elementary	<b>54%</b>
		Imagine Middle at East Mesa	<b>59%</b>
		West Gilbert Charter Elementary School	<b>29%</b>
		West Gilbert Charter Middle School	<b>35%</b>
		Imagine Preparatory at Coolidge	<b>67%</b>