Demonstration of Sufficient Progress

Legacy Schools (Encore Arts Academy)
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Introduction

Legacy Schools is an Arizona not-for-profit entity that was incorporated during 2000 for the purpose of operating charter schools in Arizona. It has been recognized by the IRS Code as a 501(c)3 entity. The corporate officers and directors are Kathy Tolman, President; Julie Clement, Secretary and Michael H. Clement, Director.

The corporation obtained a charter from the Arizona State Board of Education on July 12, 2001 to initially operate an elementary school for grades K-6. This was expanded the next year to serve up to Grade 8. Legacy Schools was created to create a learning environment based on a solid and proven curriculum that would be integrated with performing and fine art activities.

Encore Arts Academy (the name was changed from Legacy Elementary School in June 2013) is located in the City of Mesa in eastern Maricopa County. It lies within a diverse neighborhood which includes a wide range of incomes and life-styles from multi-housing units to mini-farms, large retirement communities and single-family neighborhoods, from low income to high-income families. The area is a patchwork of county islands laced with dirt roads, older houses and deteriorating neighborhoods. Over the last ten years the area has experienced rapid changes in development.

Encore Arts Academy is a traditional school in terms of its academic structure and complies with all of Arizona's academic standards. The school uses the Core Knowledge® curriculum.

Core Knowledge® is a content rich curriculum that builds sequentially on knowledge mastered in earlier grades. By using a grade-by-grade sequence of topics, the school's teachers have some assurance that children will come to their classes prepared with a shared core of knowledge and skills. Fundamental to Core Knowledge is the belief that children best learn new knowledge by building on what they already know and understand.

Based on 40th day data, student population is comprised of 49% male and 51% female, <1% Asian, 2% Black, 32% Hispanic, 2% Indian, 4% Mixed and 60% White. The NSLP free and reduced lunch rate is 65%. There are 17 English Language Learners with ILLPs.

All classroom teachers are highly qualified with 2 first year teachers and remaining staff at 5 years up to 35 years teaching. There are two highly qualified paraprofessionals. The school has a self-contained special education classroom with a special emphasis toward multi-disability and Autism needs. The school participates in the AIMS-A assessment and has two full-time certified special education teachers.

Overview of Academic Achievement

In reviewing the Spring 2013 AIMS results, it was apparent that the school would need to identify weaknesses and make strategic and necessary improvements to the educational program, especially in Math. A positive point was the Reading results showing slight drops or small increases. The 5th grade Reading showed a significant drop in scores.

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Grade	2012 Reading	2012 Math	2013 Reading	2013 Math
3	78	77	72	56
4	68	52	73	50
5	85	51	37	21
6	84	71	74	58
7	85	50	86	59
8	71	50	74	57

The data analysis did identify specific areas of weakness (see Attachment AA Math Data Analysis) as well as an overall lower achievement level. An underlying circumstance or outside event that might have affected the testing or learning environment of the 5th grade class was the long absences of their teacher due to health issues.

The school's curriculum and education programs were looked at critically. It was determined that these were sound choices that had facilitated very favorable test scores in past school years. The decision was made to continue with the foundation of our programs and implement a renewal or re-education of the teachers to insure the integrity and fidelity of these proven programs.

The foundation of the school curriculum is Core Knowledge, a nationally acclaimed curriculum for the K-8 classroom based on the philosophy presented by E.D. Hirsch, Jr. in his books, *Cultural Literacy: What Every American Needs to Know* and *The Schools We Need and Why We Don't Have Them,* and further developed by the foundation he established in 1986.

In each grade students are exposed to a broad range of historical, scientific, and cultural topics that build on one another to prepare them for later educational successes. This philosophy also is seen as a part of the basis for the development of the new Common Core standards adopted by Arizona.

Legacy Schools uses Response to Intervention (RTI) to identify student strengths and areas of weakness. RTI is a comprehensive system of evidence - based, tiered interventions used for addressing the full range of student academic needs. We have partnered with a Light House School in Mesa for professional development, mentoring and guidance of the RTI program and to increase fidelity of delivery of the components of the program. The components of RTI are:

- Regular progress monitoring of all students using a proven assessment system;
- Implementation of a three-tiered model of instruction using progress monitoring data to drive instructional decisions;
- Use of scientifically-based, researched instruction through all tiers.

(See Attachments A & B)

The 3 guiding principles for the 2013-14 school year are:

1. ALL children will learn and achieve academic success as a result of effective teaching.
2. ALL students must have access to a rigorous, standards-based curriculum and research-based instruction delivered with fidelity.
3. ALL educators will intervene at the earliest indication of need as necessary for student success.

Examples of instructional strategies that are being used in teaching include Madeline Hunter's programs and Formative Assessment.

Description of Progress

1a. Student Median Growth Percentile (SGP)

Improvement in Math achievement was a primary focus for this school year. We continued with our current strategies with include Saxon Math for K-3, MacGraw-Hill for 4-6 and Glencoe Math for 7-8 grades.

To reduce a potential for "testing fatigue" we reduced the number of assessments used. AIMS Web is now used only for K-1 Math versus K-8 last year. DIBELS Next is used for K-6 Reading fluency and Galileo 2-8 for Reading and Math.

Following the RTI model, based on the test results students are placed into 3 tiers. Tier I is for those students who test above benchmark goals. These students receive regular instruction and enrichment to ensure continued learning. Tier II students are those students who are potentially at risk. They receive regular instruction plus grouped intervention time from their classroom teacher. Based on their level they may also have weekly progress monitoring.

Tier III are for those students who are in greatest need. Specific learning gaps or weaknesses are identified. Skills worked on are progress monitored weekly so that any adjustments are made quickly so learning time is not wasted. Tier III students receive 30 minutes 4x each week of interventions in addition to the core classroom instruction with a HQ paraprofessional that is supervised by a HQ Interventionist. Special Education students also receive their IEP specified instruction with a certified special education teacher. Reading intervention strategies used include Fundations, Florida Center for Research and Read Naturally. Math intervention strategies include Buckle Down and Developing Number Concepts by Pearson.

All teachers have access to Galileo and/or AIMS Web and use that resource for learning and practicing specific skills. Other reading strategies used include Barton, Wilson, Six Minute Solution and Reading Advantage.

To ensure that the program is being followed with integrity, teachers are observed by the RTI Program Director during their intervention time (see Attachment C). Data talks are held with each teacher individually and with groups (see Attachment D). Teachers are responsible for tracking their students' progress. There is also a data room which includes intervention aides, a data wall and other teaching items.

Curriculum integrity is monitored through submission of weekly lesson plans. Lesson plans must include the state learning standards that are being taught, re-taught or practiced. All teachers have the common core standards and are required to note dates of teaching and re-teaching. In addition, all teachers have a Core Knowledge check list that they note date taught and common core used with the teaching. These check lists are reviewed periodically through the semester.

The school has developed a year-long professional development plan. Topics have included use of Core Knowledge curriculum, Standards-based lesson planning, RTI, Analyzing and using assessment data, Hess' Cognitive Rigor Matrix and its use in the classroom, Using Strategic Questions. Topics for PD are determined based on classroom observations, teacher requests and state requirements. Additionally, PD will focus on the strategies suggested in the Data Analysis.

The Baseline and mid-year benchmark test Reading results are encouraging (see Attachments E-H). Third grade DIBELS scores improved in all test categories. The oral reading fluency (DORF) maintained the class mean from August to December, meeting benchmark. The retell scores increased, though not meeting the benchmark. Improvement needs to focus on the DAZE (grammar) portion of the DIBELS as neither assessment met the benchmark. Fourth grade DIBELS increased across most of the categories. Oral reading (DORF) made a 3% increase for the class mean. A small drop in retell remains above the benchmark average. DAZE scores

(grammar) improved although still slightly below the benchmark goal. Noteworthy increases occurred in the 5th grade DIBELS with a 12% increase for oral reading (DORF). A minimal drop in retell remains at benchmark. The DAZE (grammar) scores remained the same at the benchmark. Sixth grade had a 7% growth in oral reading (DORF). The retell scores declined but remain well above the benchmark average. DAZE scores maintained.

When comparing scoring results between DIBELS and Galileo it is important to note that DIBELS assesses fluency in a timed (one minute) test. The DAZE portion of DIBELS is a test of grammar skills when reading and choosing a correct word to complete the sentence. These are different types of measurements compared to the Galileo reading test of comprehension, analytical thinking and inference.

Galileo reading scores for 3-8 grades increased at each grade except 7th. Seventh grade scores decreased to just below benchmark but all other scores increase, some significantly, so that all other grades are above benchmark. Galileo also is a reliable predictor of AIMS results.

Mid-year Math benchmark results are also encouraging (see Attachments I-N). Third grade Galileo baseline testing was above the benchmark but declined slightly mid-year remaining above benchmark. Fourth grade baseline was slightly above benchmark and the mid-year score increased by 58 points. Fifth grade baseline was below benchmark and by mid-year had increased 52 points yet remaining just below benchmark. Sixth grade baseline started out 1 point under benchmark. At the mid-year the score dipped to 2 points below benchmark. The Seventh grade baseline score was above benchmark and increased 14 points mid-year to remain above benchmark. The Eighth grade test scores were above benchmark, increasing 20 points at mid-year testing.

In response to the Math scores, the decision was made to replace the current middle school math teacher to both improve the upward trend and provide the interventions needed to bring the lower scores to above benchmark and better. Additionally, the middle school teachers had added additional RTI targeted time to improve both Reading and Math scores. Third through fifth grade teachers will have an additional RTI tutoring session added to their weekly schedule. The teachers will also be adding specific intervention time into their daily class schedule.

1b Student Median Growth Percentile (SGP) Bottom 25%

The analysis of the Bottom 25 percentile of students showed a consistent pattern across all grades – 50% - 80% of the bottom 25% students are identified as special education students or LEP students. These students all receive intervention tutoring as well as their IEP required services or ILLP specified tutoring.

The school will focus on setting realistic growth goals for these students to help them achieve their education potential. It is important to note that the subgroup SPED showed strong growth in Math and remained level in Reading. Both categories are above the state average.

The remaining typical students are receiving targeted interventions and weekly progress monitoring. Their learning goals will focus on achieving realistic growth. Areas that may affect their learning such as excessive absences or health issues will be addressed on individual basis.

These groups will be addressed in their own subgroup category.

2a Percent Passing

With the RTI program fully implemented and monitored for fidelity, as described previously, improvement in learning will result in an increase in the number of students that Meet or Exceed on the AIMS test. By focusing on individual growth, students will meet the next grade level goals as opposed to falling below grade level and not passing AIMS.

Additionally, to improve Percent Passing, students who are in Tier II may be weekly progress monitored, as needed, and have specific interventions that focus on skills needed to do well on the AIMS. All students will participate in AIMS prep workshops that will include test taking strategies, stress reduction strategies, etc. Teachers will use the Buckle Down workbooks as part of their instruction as well as practice AIMS test available through ADE.

2b Composite School Comparison

The school's programs and activities to improve school achievement are detailed in previous sections 1a, 1b and 2a.

2c Subgroup ELL

The school saw a significant drop in scores for both Reading and Math although Reading remains above the state average. The school is in the process of analyzing our LEP program to determine weaknesses in the educational program. The school received Title III funding this year and will have 4 teachers attend an ADE sponsored training specifically for ELL students. Additionally, funds have been used to purchase a large variety of leveled reading books and other materials to be used for ELL students. As part of their ILLP, ELL students will work in the computer lab on high interest programs especially Math programs. Another area of concern is the absences that are prevalent with ELL students as parents move back and forth between Arizona and their "home" country. It is common for this subgroup of student to be absent for extended periods during the school year which causes huge learning gaps as well as retention of learning. The school is looking for options in the community that may be of influence in helping with teaching families the importance of attendance at school.

2c Subgroup FRL

With 65% of the student population qualified for free and reduced lunch the school is very aware that there may be factors outside of the school day that affect their ability to learn. The school provides assistance when possible. We have considered offering NSLP breakfast but there was not sufficient interest by the parents for it. We refer to community groups for assistance when possible. Many of our students are being raised in multi-generation family groups and many with grandparents as the primary care giver. The school offers support to these families as needed.

We have multiple activities to involve parents and families in the school, such as Math Night, International Night, performance groups, festivals and other activities.

It is the conclusion of our analysis that using the strategies outlined previously, this subgroup will benefit with a resulting increase in academic performance.

3a State Accountability and Overall Rating

Over that past 12 years, Legacy has demonstrated strong academic achievement scores. With renewed commitment to our Core Knowledge curriculum, implementing RTI with fidelity and monitory compliance with the common core state standards, Legacy will show improvement and success. In fact, we are on track to do just that this year. By focusing on individual growth and identifying student gaps in learning, the school can meet Arizona's accountability requirements.

In looking forward, DIBELS and AIMS Web scores for K-2 grades demonstrate significant learning gains. This will provide a foundation of prepared students as they move up in grade. We are confident that we will meet our achievement goals this year.

Legacy 2013 AIMS Mathematics Data Analysis

3rd Grade Math Results

Five of the 15 Composite 3rd grade 2013 AIMS Strand and Concept areas are at or within one-tenth of a point of state averages. The most critical area for grade three students is Strand 1 Number and Operations. At 56% correct, that is the lowest area for Legacy 3rd grade students in 2013. S1 Concept 1 Number Sense (58%) is slightly higher than S1 Concept 2 Numerical Operations (56%) and S1 Concept 3 Estimation (55%). This should be considered the focus area for both Tier 1 instruction as well as Tier 2 and 3 interventions. A solid grounding in Number Sense and Operations in 3rd grade will increase scores in other areas at every grade level.

Strand 2 Data Analyses, Probability, and Discrete Math displays a variance in results for the concepts tested. S2 Concept 1Data Analyses (Statistics) (70%) is significantly higher than S2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs (48%). Although neither area will be a focus area for new Math standards in 3rd grade, both will be tested on SY 2014 3rd grade AIMS and should be addressed. Grade 7th and 8th teachers have higher results in this area than other grade levels and may be a resource for teacher training.

Strand 3 Patterns, Algebra, and Functions (65%) is a strong area in 2013 3rd grade scores with S3 Concept 1 Patterns and S3 Concept 2/3 reflecting similar results (65% and 64%). At 69% mastery, Strand 4 Geometry and Measurement reflects the highest results for 3rd grade students in both 2012 and 2013. S4 Concept 1/2 Geometric Properties/Transformation of Shapes (80%) is significantly stronger than S4 Concept 4 Measurement (57%). For primary students it is critical that concrete materials are presented prior to abstract concepts being introduced so a review of resources could have a positive impact on future results.

Strand 5 Structure and Logic (57%) is a low area in both 2013 and 2012 3rd grade results. This is a school-wide concern at all grade levels except 7th grade.

Third grade focus concept areas for improvement: S1 Concept 1 Number Sense, S1 Concept 2 Numerical Operations, S2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs, S4 Concept 4 Measurement, and Strand 5 Structure and Logic.

4th Grade Math Results

Fourth grade 2013 AIMS Strands and Concepts are below 2013 state averages. All 2013 4th grade results for Strand 1 Number and Operations reflect increases over 2012 4th grade scores. Growth in this strand at this grade level is important because by 4th grade students should be expected to have a firm grounding in both Number Sense and Numerical Operations. The lowest area in this strand is S1 Concept 2 Numerical Operations (58%). Review of individual assessment data can easily identify specific areas in need of remediation for each student in this area. Whole class interventions such as "Rocket Math" will build fluency with minimum impact on class instructional time.

Results for Strand 2 Data Analyses, Probability, and Discrete Math (51%) must be disaggregated because of the discrepancy in the two strands tested. S2 Concept 1 Data Analyses (Statistics) is strong at 65% correct. S2 Concept 2/3/4 Probability/Counting/Vertex Edge Graphs is one of the lowest areas overall at

38% mastery. It is also an area that will not be a focus for the new math standards. The area does need to be addressed, however; because it will be tested on 4th grade AIMS in SY 2014 and results reflect a drop in both 2012 3rd and 4th grade scores. Strand 3 Patterns, Algebra, and Functions is the highest overall area at 66% correct. S3 Concept 1 Patterns (76%) is the highest concept area in fourth grade and 8 points above 2012 4th grade results.

Strand 4 Geometry and Measurement reflect the lowest overall scores for 4th grade 2013 students with S4 Concept 1 Geometric Properties and S4 Concept 2 Coordinate Geometry the lowest at 38% correct. A significantly higher score in S4 Concept 4 Measurement (63%) is significant because of the emphasis in the new math standards on measurement for 4th grade students.

Strand 5 Structure and Logic (51%) is above 2012 4th grade results (46%) and below 2012 3rd grade results as well as 2013 state results.

Fourth grade focus concept areas for improvement: S1 Concept 2 Numerical Operations, S2 Concept 2/3/4 Probability/Counting/Vertex Edge Graphs, S4Concept 1 Geometric Properties, S4 Concept 2 Coordinate Geometry and Strand 5 Structure and Logic.

5th Grade Math Results

Fifth grade 2013 AIMS Strands and Concepts are below state averages. Strand 1 Number and Operations (48% overall) is very low and a critical area for students entering middle school where this is not typically a focus. Strand 1 Concept 1 Number Sense was the lowest area at 43% correct. Both S1 Concept 2 Numerical Operations (51%) and Concept 2 Estimation (50%) are higher and similar to 2012 4th grade results in those areas (52% and 50%).

At 50% correct, Strand 2 Data Analyses, Probability, and Discrete Math show the highest overall results. Within that strand, Concept 2 Probability is the highest (55%) although that is 15 points below 2012 5th grade results (70%). Strand 2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs is the lowest area (45%). This concept was also one of the lowest overall areas for 5th grade math in both 2013 (63%) and for 2012 4th grade students (50%).

Strand 3 Patterns, Algebra, and Functions display the lowest overall results at 40% correct. Those results are significantly below last year's 5th grade results (65%) and 2012 4th grade results (68%). That strand must be reviewed by concept because of the divergence between results. Strand 3 Concept 1Patterns is the lowest of all concepts at 33% correct and 37 points below last year's 5th grade results (70%). Strand 3 Concept 3/4 Algebraic Representations/Analyses of Change is the highest concept at 78% correct. This concept is 17 points above last year's 5th grade results (61%) and above 2012 4th grade results (66%). Analyses of changes in teaching models or curriculum could be used to generate further increases in that concept for SY 2014.

Strand 4 Geometry and Measurement and Strand 5 Structure and Logic are both low at 49% correct. Both S4 Concept 1 Geometric Properties (52%) and S4 Concept 4 Measurement (46%) are significantly below 2012 5th grade results (64%). Strand 5 Structure and Logic (49%) reflects low scores for both 2012 4th and 5th grades (46% and 44%). Review of curriculum at both grades may be required to address this.

Fifth grade focus concept areas for improvement: Strand 1 Concept 1 Numerical operations, Strand 2 Concept 3/4 Systemic Listing and Counting/Vertex Edge Graphs, Strand 3 Concept 1 Patterns, Strand 4 Concept 4 Measurement, and Strand 5 Structure and Logic. In addition, Strand 1 Concept 3 Estimation should also be addressed because it was one of the lowest areas in 2012 for both 5th and 4th grade students and showed little change for 2013 5th grade students.

6th Grade Math Results

Five of the 17 Composite 6th grade 2013 AIMS Strand and Concept areas are at, above or within one-tenth of a point of state averages. Strand 1 Numbers and Operations is the lowest overall area at 50% correct. That strand must be reviewed by concept because of the divergence between concept results. S1 Concept 1 Number Sense is the highest area (62%) and S1 Concept 3 Estimation is close at 58%. S1 Concept 2 Numerical Operations is significantly lower at 35% correct. This concept was also one of the lowest areas for 2013 6th grade State results (50%). Because S1 Concept 2 was one of the lowest areas for Legacy 6th grade students (55%) in SY 2012 as well and results were low in both classrooms, it is an area that should be reviewed for potential changes in curriculum. Assessments should be utilized that identify specific skills that require remediation prior to introducing new applications in this area.

Strand 2 Data Analyses, Probability, and Discrete Math (54%) and Strand 4 Geometry and Measurement (51%) have one concept that significantly lowered the results of the entire strand. S2 Concept 2 Probability (43%) is 15-22 points below Concepts 1 and 3/4. S2 Concept 2 was also the lowest area for 6th grade students in SY 2012 (53%) making it a focus area for curriculum review. Strand 4 Concept 1/2 Geometric Properties/Transformation of Shapes (30%) reflects the lowest results for 6th grade students in 2013. It is 22-40 points below the other two concepts and results are equal in both classrooms and also low in SY 2013 results (58%) making it a potential area for curriculum review. Strand 4 Concept 3 Coordinate Geometry (70%) is one of the highest areas and 15 points above 6th grade 2012 results.

Strand 3 Patterns, Algebra, and Functions (72%) is the strongest area with both Concepts 1/2 Patterns/Functions and Relationships (80%) and Concept 3/4 Algebraic Representations and Analyses of Change (67%) showing high mastery. This strand is an increase over both 2012 5th and 6th grade results and equals 2013 state results. Although Strand 5 Structure and Logic (52%) is below last year's 6th grade results (63%) and the state results for 2013 (57%), it is 8 points above 2012 5th grade results (44%) which reflects growth.

Note: 2013 6th grade Math results reflect the efforts of two teachers. One teacher had results in 9 out of 17 areas that were above the state 2013 results of percent correct. One teacher had no results that were above the state results. Due to the small n-count in both rooms (17 and 14), the analysis was completed on the combination of all 6th grade students. Because of the large disparity, it is recommended that administrative staff members review results on an individual classroom bases with teachers to determine areas of strengths and weaknesses and that suggestions for individual professional development activities be based on that analyses as well as composite results.

Sixth grade focus concept areas for improvement: S1 Concept 2 Numerical Operations, S2 Concept 2 Probability, and Strand 4 Concept 1/2 Geometric Properties/Transformation of Shapes. Specific concern is the low overall results in Strand 1 Number and Operations.

7th Grade Math Results

Four of 17 2013 7th grade AIMS Strand and Concept areas were within one or two-tenths of a point of state averages. Strand 1 Number and Operations is the lowest area at 53% correct and was also one of the lowest areas for both 2012 7th and 6th grade students. S1 concept results are within four points so there is no single area of focus. Because Number Sense and mastery of Numerical Operations is key to success in other areas and not typically the focus of middle school curriculum, deficiencies in these areas need to be identified and remediated through intervention programs.

At 55% overall correct, Strand 2 Data Analyses, Probability, and Discrete Math results require review. S2 Concept 1 Data Analyses (Statistics) is strongest at 60% correct although it is below both 2012 6th and 7th grade results (73%). S2 Concept 2 Probability (48%) is one of the lowest concepts overall for 7th grade 2013 math scores. This was also the lowest concept overall for 2012 6th grade students (53%).

Strand 3 Patterns, Algebra, and Functions (60%) are within 4 points of 2012 7th grade results. Strand 3 Concepts 1/2 Patterns/ Functions and Relationships (65%) and S3 Concepts 3/4 Algebraic Representations and Analyses of Change (58%) are both below 2012 6th grade results.

Strand 4 Geometry and Measurement contain both the lowest and the highest results for 7th grade students. S4 Concept 1/2 Geometric Properties/Transformation of Shapes was the highest at 69% correct and S4 Concept 4 Measurement was the lowest at 45% correct. S4 Concept 4 was also the lowest for 7th grade 2012 results. Both were below 2012 6th grade results which would recommend a review of both 7th grade curriculum in this area and teaching strategies.

Strand 5 Structure and Logic 2013 6th grade results reflect the strongest result overall (63%) and mirror 2012 6th grade (63%) and 7th grade (60%) results.

Seventh grade focus concept areas for improvement: S4 Concept 4 Measurement, S2 Concept 2 Probability, and S1 Concept 3 Estimation. Additional concerns are the low overall results in Strand 1 Number and Operations.

8th Grade Results

For 2013, eight 8th grade strand and concept areas are equal to or within one-tenth of a point away from 2013 state results as compared to 2012 8th grade results which reflected only two areas. In addition, nine areas are above 2012 8th grade results. At 59% correct, Strand 1 Number and Operations is within one-tenth of a point within overall 2013 state 8th grade results. The strongest area is S1 Concept 3 Estimation (65%). S1 Concept 1 Number Sense (55%) is slightly above both 2012 7th (53%) and 6th grade (54%) results. The strongest overall area is Strand 2 Data Analyses, Probability, and Discrete Math (63%) with S2 Concept 1Data Analyses (Statistics) and S2 Concept 2 Probability both at 68% correct.

Strand 3 Patterns, Algebra, and Functions (58%) are the same as 2012 8th grade overall Strand 3 results. At 72% correct, S3 Concepts 1/2 Patterns/Functions and Relationships are 19-22 points higher than Concept 3 Algebraic Representations (53%) and S3 Concept 4 Analyses of Change (50%).

Strand 4 Geometry and Measurement is (46%) is significantly lower than other areas. This was also the lowest overall area in 2012 8th grade results. S4 Concept 3 Coordinate Geometry is the highest in that area

(53%) and reflects the greatest increase over 2012 8th grade results (38%). Curriculum should be reviewed and supplemental materials considered, if appropriate, since scores for two years are low and reflect two different teachers. Strand 5 Structure and Logic is low at 55% correct. This should be a focus area because it reflects skills that are emphasized in the new math standards and high school standards.

Eighth grade focus concept areas for improvement: S3 Concept 3 Algebraic Representations, S4 Concept 1 Geometric Properties, S4 Concept 2 Transformation of Shapes, S4 Concept 3 Coordinate Geometry, S4 Concept 4 Measurement and S% Concept 1/2 Algorithms/Logic, Reasoning, Problem Solving, Proof. Although not the lowest area, S1 Concept 1 Number Sense should also be addressed because that skill area is foundational and is the lowest area in Strand 1.

It should be noted that 2013 AIMS Math results there is an increase in the number of areas that are closer to state results for the higher grades. This could indicate that students who are in the program the longest time are experiencing higher results.

Overall Professional Development Recommendations:

- Implementation of fidelity check-lists at tier one instruction.
- Implementation of fidelity check-lists for all interventions.
- Math fact fluency activities for all 1st-6th grade students that build operational fluency. This is equally important at both primary and intermediate grade levels and should be offered to Middle School students who require this intervention.
- Concrete activities at all grade levels that provide a firm grounding in number sense. (Marci Cook has affordable materials that work well for intermediate grades.) A firm grounding in Number Sense is as critical to Math instruction at all grade levels as Phonemic Awareness and Phonics are to Reading and Literacy.
- Consider establishing Math Learning Community Meetings to increase math content knowledge of teachers in identified areas. Some teachers will be more "expert" in a content area and can provide activities for that particular meeting. This can also be done on a grade band level (K-2, 3-5, and 6-8th) to reflect content in the new Math standards. As a whole staff activity these meetings can help lower grade teachers understand the required content in lower grades for success in upper grades.
- Implementation of a three-tiered system of intervention with fidelity. This includes appropriate progress monitoring of students at each tier and benchmark assessment for all students. Monthly data meetings to review the progress of students in tier 2 and 3 are integral to this process.
- Consider adopting a school-wide Professional Development initiative that increases classroom engagement and the effectiveness of tier 1 instruction. This must include activities that regularly assess the implementation of learned strategies. (Kagan is a research based program that focuses on engagement strategies.)

Attachment A

Encore Arts Academy

Reading Tier 1 (core program) all students

DIBELS K-6
August
December
May

Galileo K-6
August
November
February

Benchmark (low risk) students
Begin progress monitoring first week of September.

Progress monitor Monthly

Enrichment students
pulled during Tier 1 instruction

Phonemic Awareness / Phonics Screener (ARMM) is given for all students' who fall within the "at risk" or "some risk" category. These students are placed in Tier 2 .

Student has 4 data points below aimline and is not responding to core Program.
Tier 2 is assigned

Reading Tier 2 (intervention program small groups)

Phonemic Awareness
4x a week 30 min each session

Phonics
4x a week 30 min each session

Comprehension and Vocabulary
4x a week 30 min each session

Fluency
4x a week 30 min each session

Begin Progress monitoring first week of September.
Progress monitor biweekly.

If progress is not made after 6 weeks, modify tier 2 by increasing time, smaller group or changing intervention.

If continuous progress is made, the student's intervention has been successful and Intervention may be ended

If the student fails to respond to several changes to tier 2 interventions tier 3 is assigned.

Reading Tier 3 (intervention program in addition to Tier 2)

Begin Progress monitoring fist week of September.
Progress Monitor weekly

Specific skills are targeted using research-based programs. If the student fails to respond to several changes to tier 3 interventions reconvene team.

The team reconvenes to discuss SPED referral

Attachment B

Encore Arts Academy

Math Tier 1 (core program) all students

AIMSweb K-6
August
December
May

Galileo K-6
August
November
February

Benchmark (low risk) students
Begin progress monitoring first week of September.

Progress monitor Monthly

Enrichment students
pulled during Tier 1 instruction

All students' scores who fall within the "at risk" or "some risk" category from Galileo are correlated with AIMSweb scores to determine if additional computation practice is needed to improve concepts and application skills.
These students are placed in Tier 2 .

Student has 4 data points below aimline and is not responding to core Program.
Tier 2 is assigned

Math Tier 2 (intervention program small groups)

Problem Solving
4x a week 30 min each session

Arthimetic Skills/ Fluency
4x a week 30 min each session

Conceptual Kowledge/ Number Sense
4x a week 30 min each session

Reasoning Ability
4x a week 30 min each session

Begin Progress monitoring first week of September.
Progress monitor biweekly.

If progress is not made after 6 weeks, modify tier 2 by increasing time, smaller group or changing intervention.

If continuous progress is made, the student's intervention has been successful and Intervention may be ended

If the student fails to respond to several changes to tier 2 interventions tier 3 is assigned.

Math Tier 3 (intervention program in addition to Tier 2)

Begin Progress monitoring fist week of September.
Progress Monitor weekly

Specific skills are targeted using research-based programs. If the student fails to respond to several changes to tier 3 interventions reconvene team.

The team reconvenes to discuss SPED referral

Attachment C

Classroom Instructional Observation Protocol

School: _____ **Date:** _____ **Observer:** _____
Grade _____ **Room** _____ **Start Time:** _____ **End Time** _____ **Content: Reading/Mathematics**

O	NO	**Direct, explicit, and systematic teacher-led instruction**
		Appropriate to grade level concept/s and/or performance objectives.
		Materials are from comprehensive core program.
		Daily objective/s communicated to all students.
		Connects previous learning to new learning.
		Provides explicit modeling.
		Provides guided/independent practice as appropriate.
		Directs and supports student use of academic language.
		Key vocabulary emphasized and used throughout lesson.
		Interactions and discussions are related to the learning along with ideas originating from students.
		Specific and immediate feedback to students on their output.
		Provides effective instructional pacing throughout the learning.
O	**NO**	**Student engagement –teacher must do all three simultaneously in order to achieve 85% or more of students engaged**
		Directs students to be engaged in the academic learning.
		Directs 85% or more of the students to participate in academic learning at the same time at least once during lesson.
		Makes engagement mandatory.
O	**NO**	**Practices for assessing student learning**
		Summative and/or formative to determine mastery of learning and instructional needs of students.
		Monitors and makes class or individual adjustments as needed.
O	**NO**	**Teacher techniques**
		Whole and/or small group setting.
		Student seatwork and/or workstations related to SBR with teacher engaged.
		Teacher engaged with students at least 90% of the time.
O	**NO**	**Learning Environment**
		Climate of fairness, caring, and respect is maintained
		Standards for behavior, routines, and transitions are maintained
		Reinforces effort and provides recognition
		Rich reading/mathematics environment

Cognitive level of questions and activities			
Remember/Knowledge	Understand/Comprehension	Application	Analyze, Synthesize, Evaluate, Create

			Focus Area of Instruction
Reading	√	**Mathematics**	√
Phonemic Awareness		Number & Operations	
Phonics		Data Analysis, Probability, & Discrete Mathematics	
Fluency		Patterns, Algebra, & Functions	
Vocabulary		Geometry & Measurement	
Comprehension		Structure & Logic	

	O	NO		O	NO
			Students seek and explore alternative modes of investigation or of problem solving.		
			Students use a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.) to represent phenomena.		
			Students make predictions, estimations, and/or hypotheses and devise means for testing them.		
			Students encouraged to generate conjectures, use alternative solution strategies, and find ways of interpreting evidence.		

On the back write a description of classroom visit to help in documenting the Instructional Observation Protocol. Content Area: Reading/Math
Key: O/Observable and NO/Not observable

Attachment D

Data Meeting Protocol and Sign In

Norms
Cell phones on vibrate
Start/Stop on time
Informal atmosphere
Let others finish their thought
Laughter is a must

Data Meeting Grade:	Date

Data team finds student aimline or trendline: Data team makes one of the seven different instructional decisions.

1. **Student is not responding to Core program and will be placed into interventions.**
2. **The student's intervention has been successful, no longer needing intervention.**
3. **The intervention appears to be working for the student and should continue as is.**
4. **The intervention is not working for the student (progress has not been made for 6 weeks) and should be refined or revised (changes includes time, group size and curriculum).**
5. **The student is not making gains, therefore a more individualized approach is needed calling for significant changes is support (eg: time, smaller group size and program/ curriculum change). This usually occurs after two unsuccessful interventions. Students who fail to respond to change in these modifications then move from tier 2 to tier 3.**
6. **The student has failed to respond to several changes in Tier 2 as well as Tier 3, the student is referred to a child study team for SPED evaluation.**
7. **The student finished intervention program and will begin a new one.**

Attachment E

Class Progress Summary - DIBELS Next

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Third Grade
Year: 2013-2014
Class: Arnold
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	76	97%	25	2	3											
	68	96%	39	3	3	81	93%	51	3	8						
	19	70%	16	1	0	43	88%	27	2	7						
	76	95%	29	3	12	88	96%	33	3	18						
	61	91%	32	2	7	108	97%	34	2	11						
	65	96%	29	2	8	76	93%	22	2	10						
	66	97%	42	4	12	89	98%	45	3	10						
	62	94%	37	4	14	76	97%	33	3	7						
	49	89%	19	1	6	80	99%	51	3	6						
	40	89%	15	1	0	51	86%	21	2	3						
	100	98%	52	4	14	117	98%	31	2	21						
	48	91%	22	1	4	56	93%	26	2	1						
	83	98%	23	4	7	90	99%	49	3	8						
	17	71%	14	1	0	31	89%	18	1	6						
	79	98%	32	4	10	89	98%	44	3	15						
	29	81%	31	2	4	41	91%	29	2	3						
	24	89%	14	1	3	39	89%	31	2	8						
	59	97%	25	2	4	78	96%	38	2	5						
	174	99%	80	4	19	164	99%	88	4	11						
Mean:	**70.4**	**91%**	**27.3**	**2.1**	**7.8**	**82.6**	**93%**	**36.5**	**2.4**	**9.2**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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Attachment E (cont)

Class Progress Summary - DIBELS Next

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Third Grade
Year: 2013-2014
Class: Arnold
Need for Support: Former Goals

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	24	71%	24	1	1	39	83%	22	1	3						
	39	81%	11	1	2	36	77%	14	1	2						
	22	79%	25	2	4	33	77%	33	2	4						
	76	97%	18	1	11	100	98%	22	2	12						
	137	98%	10	1	20	142	99%	35	2	17						
	127	98%	13	1	16	154	99%	44	3	21						
	61	90%	30	2	6											
	120	94%	29	2	10											
	74	96%	30	2	11											
	97	97%	29	3		96	97%	40	3	8						
	140	100%	24	2	15	150	99%	68	4	15						
Mean:	**70.4**	**91%**	**27.3**	**2.1**	**7.8**	**82.6**	**93%**	**36.5**	**2.4**	**9.2**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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Attachment F

Class Progress Summary - DIBELS Next

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Fourth Grade
Year: 2013-2014
Class: Brenner
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	91	95%	28	2	25	118	100%	24	1	24						
	118	99%	62	3	18	132	100%	33	3	22						
	94	96%	30	2	11											
	107	98%	36	2	21	125	100%	41	3	16						
	78	92%	45	3	9	116	100%	50	4	20						
	135	98%	44	3	23	130	100%	31	3	25						
	31	82%	29	2	9	46	94%	26	2	6						
	57	90%	23	1	12	80	100%	21	1	13						
	39	87%	32	1	8	64	98%	17	1	5						
	65	96%	34	2	12	84	98%	45	3	13						
	87	97%	29	2	16	110	99%	24	2	16						
	54	84%	25	1	9	70	99%	25	3	10						
	87	97%	53	4	17	116	99%	63	4	11						
	64	98%	39	2	14	65	98%	13	1	9						
	69	95%	29	1	13											
	71	92%	39	2	18											
	148	98%	39	2	23	144	99%	20	3	21						
	128	98%	32	2	15	144	100%	39	3	16						
						27	84%	10	1	5						
Mean:	**85.3**	**94%**	**36.9**	**2.2**	**14.2**	**100.5**	**98%**	**30.8**	**2.4**	**15.2**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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Attachment F (cont.)

Class Progress Summary - DIBELS Next

CTL Center on Teaching & Learning
UO DIBELS Data System

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Fourth Grade
Year: 2013-2014
Class: Brenner
Need for Support: Former Goals

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	34	79%	40	2	9	60	94%	30	3	15						
	56	85%	23	1	0	97	98%	23	2	6						
	96	98%	37	3	9	116	99%	46	4	12						
	161	98%	64	3	29	189	100%	60	3	29						
	101	95%	46	3	17	105	99%	32	2	25						
	66	99%	22	2		66	97%	20	1	14						
	58	98%	24	1	5	82	99%	18	1	11						
	123	98%	56	4	14	125	100%	29	3	22						
Mean:	**85.3**	**94%**	**36.9**	**2.2**	**14.2**	**100.5**	**98%**	**30.8**	**2.4**	**15.2**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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Attachment G

Class Progress Summary - DIBELS Next

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Fifth Grade
Year: 2013-2014
Class: Bulgerj
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	121	98%	22	2		111	100%	18	1	20						
	31	66%	5	1	3											
	40	83%	22	1	3											
	136	99%	78	4	22	152	100%	50	3	21						
	112	94%	46	3	17	147	99%	44	4	11						
						137	100%	36	3	17						
						118	100%	18	2	17						
	128	98%	54	3	19	140	100%	50	3	14						
	88	95%	45	2	17	120	98%	36	3	18						
	127	98%	80	3	32	143	99%	37	3	28						
						75	95%	25	3	3						
	117	98%	61	3	17	113	99%	42	3	17						
	78	95%	44	2	10	106	99%	43	2	20						
	77	93%	43	2	5	91	97%	20	2	7						
	148	99%	68	3	22	167	100%	74	4	27						
	80	95%	62	4	14											
	158	99%	21	1	11	162	100%	18	1	27						
	33	83%	18	1	5	46	94%	25	2	3						
Mean:	**98.3**	**93%**	**44.6**	**2.3**	**14.1**	**121.9**	**99%**	**35.7**	**2.6**	**16.7**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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Attachment H

Class Progress Summary - DIBELS Next

District: Legacy Elem Charter Sch
School: Legacy School
Grade: Sixth Grade
Year: 2013-2014
Class: Whalen
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend: DORF Score: DIBELS Oral Reading Fluency - Words Correct, **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy, **Retell:** DIBELS Oral Reading Fluency - Retell, **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response, **Daze Adjusted:** Daze - Adjusted Score, **Composite:** DIBELS Composite Score

Student	Beginning					Middle					End					
	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	DORF Score	DORF Accuracy	Retell	Retell Quality	Daze Adjusted	Composite
	104	94%	23	1	23	135	99%	33	2	29						
						131	100%	39	4	14						
	109	97%	48	3	15	136	99%	31	2	22						
	165	99%	51	3	28											
	71	93%	40	2	11	88	99%	20	2	8						
	97	96%	59	3	14	103	98%	27	1	20						
	68	96%	28	2	13	90	99%	34	2	10						
	113	97%	36	2	25	119	100%	40	3	25						
	76	93%	23	1	15	91	99%	14	1	20						
	107	96%	53	2	18	109	99%	49	2	27						
	125	95%	48	2	24	144	100%	31	2	21						
	101	98%	73	4	18	124	100%	38	3	25						
	120	98%	64	3	30	130	100%	53	4	26						
	135	99%	56	4	15	124	100%	46	3	18						
	136	99%	16	1	23	143	100%	21	1	26						
	119	98%	56	2	22	156	99%	55	4	31						
	85	97%	33	2	18	104	99%	38	2	22						
	104	98%	34	2	15	101	100%	6	1	16						
	97	93%	23	1	20	84	99%	19	1	17						
Mean:	**107.3**	**96%**	**42.4**	**2.2**	**19.3**	**117.3**	**99%**	**33.0**	**2.2**	**20.9**	**0.0**	**0%**	**0.0**	**0.0**	**0.0**	**0.0**

Icon Legend: Well Below Benchmark / Likely to Need Intensive Support Below Benchmark / Likely to Need Strategic Support At or Above Benchmark / Likely to Need Core Support

Students not making benchmark? Visit Big Ideas in Beginning Reading to learn more about each literacy skill assessed by DIBELS.

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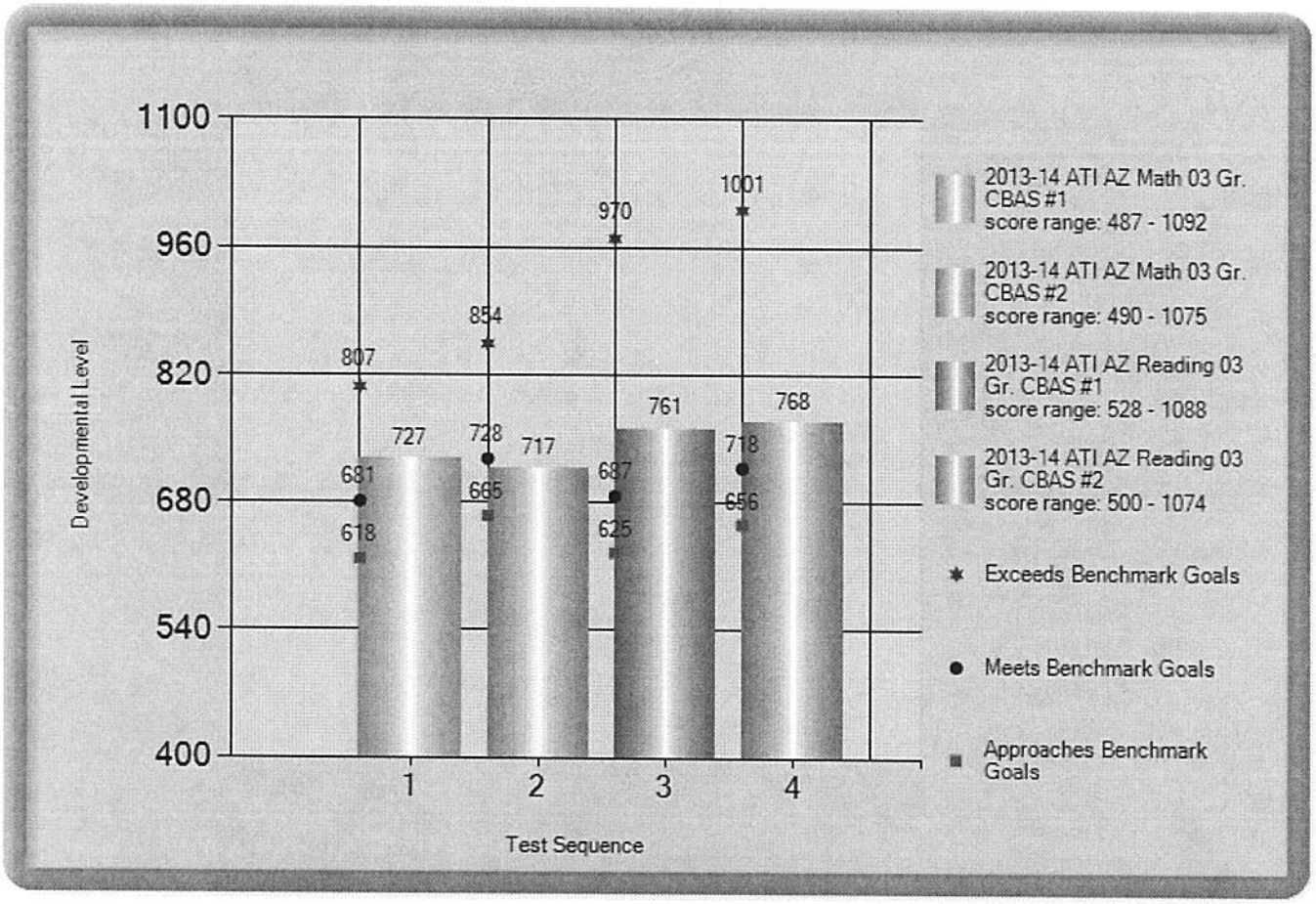
Attachment I

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Math 03 Gr. CBAS #1 (25) AS: 618 MS: 681 ES: 807	0.00 % (0)	28.00 % (7)	48.00 % (12)	24.00 % (6)
2013-14 ATI AZ Math 03 Gr. CBAS #2 (25) AS: 665 MS: 728 ES: 854	36.00 % (9)	28.00 % (7)	24.00 % (6)	12.00 % (3)
2013-14 ATI AZ Reading 03 Gr. CBAS #1 (25) AS: 625 MS: 687 ES: 970	8.00 % (2)	16.00 % (4)	64.00 % (16)	12.00 % (3)
2013-14 ATI AZ Reading 03 Gr. CBAS #2 (25) AS: 656 MS: 718 ES: 1001	20.00 % (5)	12.00 % (3)	68.00 % (17)	0.00 % (0)

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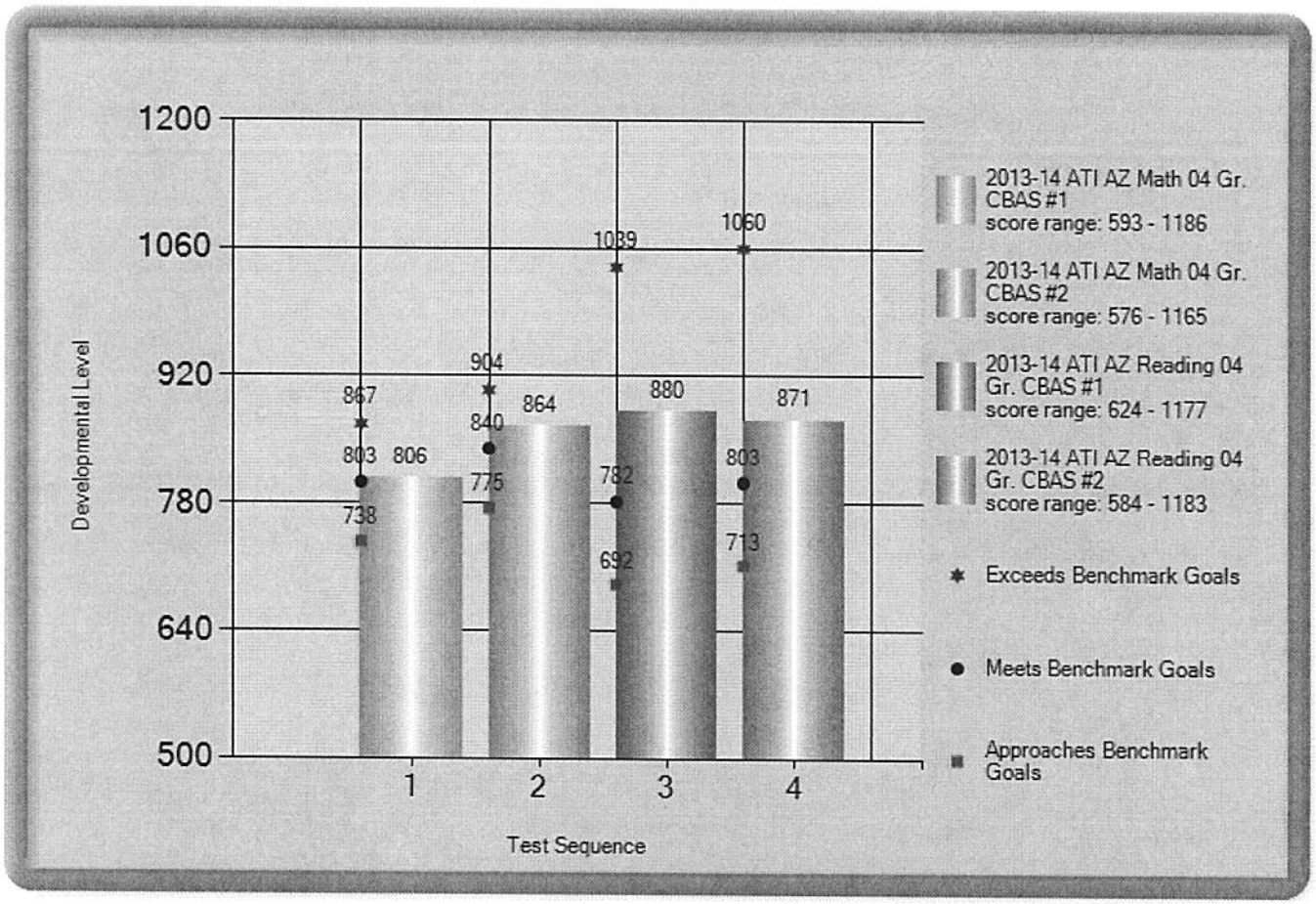
Friday, January 10, 2014

Attachment J

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Math 04 Gr. CBAS #1 (22) AS: 738 MS: 803 ES: 867	27.27 % (6)	18.18 % (4)	27.27 % (6)	27.27 % (6)
2013-14 ATI AZ Math 04 Gr. CBAS #2 (22) AS: 775 MS: 840 ES: 904	36.36 % (8)	13.64 % (3)	0.00 % (0)	50.00 % (11)
2013-14 ATI AZ Reading 04 Gr. CBAS #1 (22) AS: 692 MS: 782 ES: 1039	4.55 % (1)	18.18 % (4)	72.73 % (16)	4.55 % (1)
2013-14 ATI AZ Reading 04 Gr. CBAS #2 (22) AS: 713 MS: 803 ES: 1060	4.55 % (1)	22.73 % (5)	72.73 % (16)	0.00 % (0)

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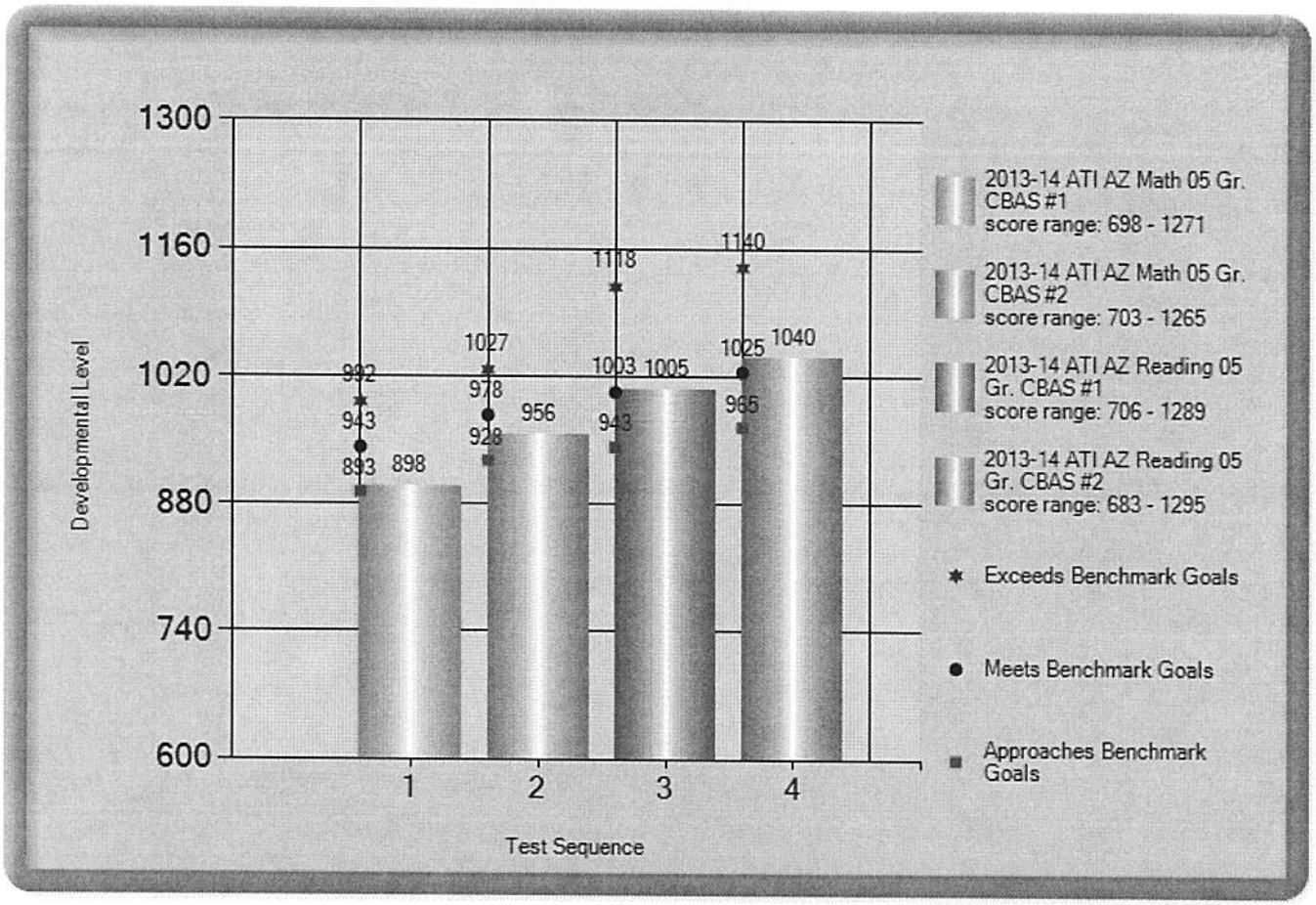
Friday, January 10, 2014

Attachment K

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Math 05 Gr. CBAS #1 (12) AS: 893 MS: 943 ES: 992	50.00 % (6)	16.67 % (2)	16.67 % (2)	16.67 % (2)
2013-14 ATI AZ Math 05 Gr. CBAS #2 (12) AS: 928 MS: 978 ES: 1027	33.33 % (4)	33.33 % (4)	16.67 % (2)	16.67 % (2)
2013-14 ATI AZ Reading 05 Gr. CBAS #1 (12) AS: 943 MS: 1003 ES: 1118	16.67 % (2)	25.00 % (3)	50.00 % (6)	8.33 % (1)
2013-14 ATI AZ Reading 05 Gr. CBAS #2 (12) AS: 965 MS: 1025 ES: 1140	16.67 % (2)	16.67 % (2)	58.33 % (7)	8.33 % (1)

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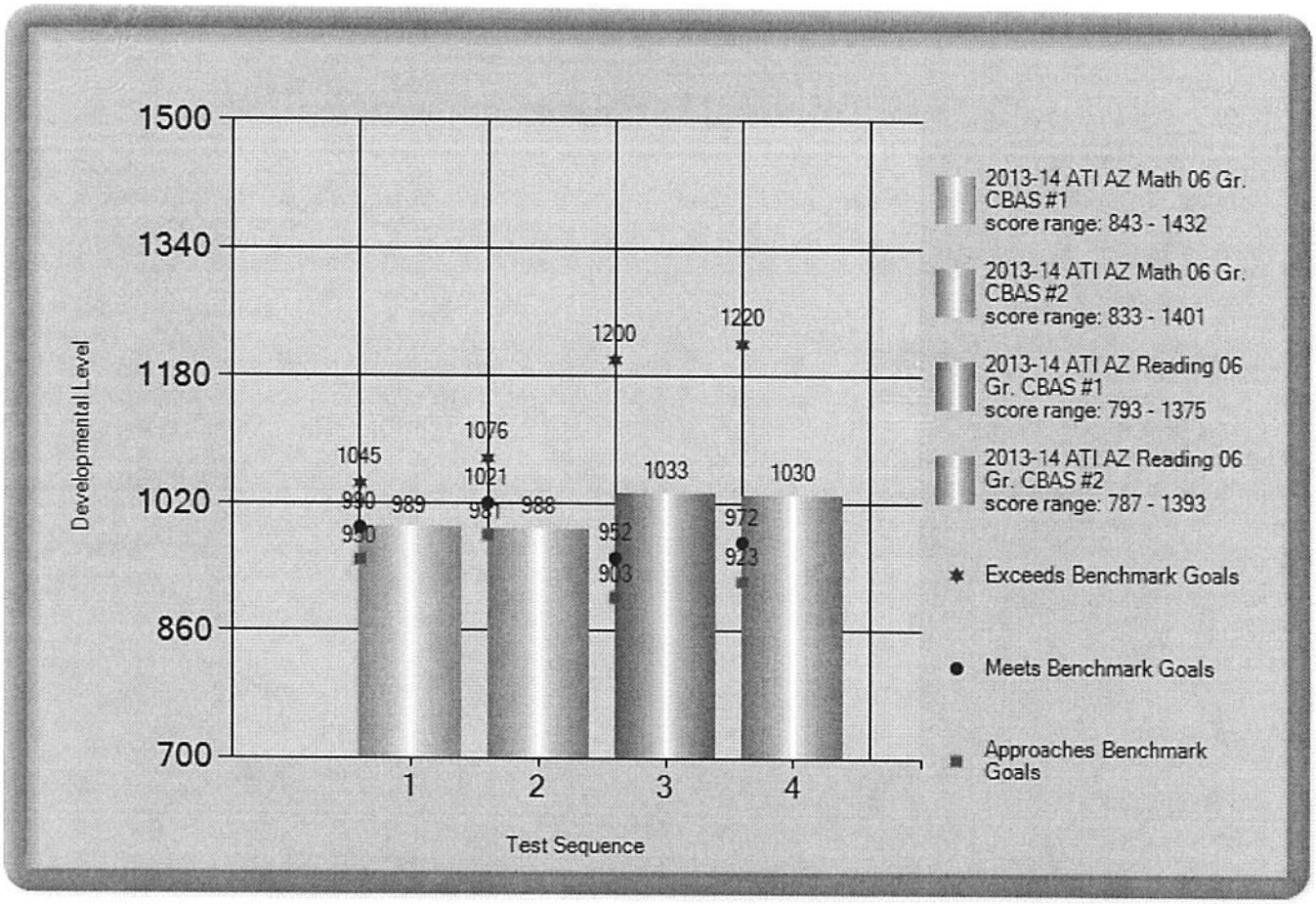
Friday, January 10, 2014

Attachment L

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Math 06 Gr. CBAS #1 (17) AS: 950 MS: 990 ES: 1045	11.76 % (2)	35.29 % (6)	41.18 % (7)	11.76 % (2)
2013-14 ATI AZ Math 06 Gr. CBAS #2 (17) AS: 981 MS: 1021 ES: 1076	47.06 % (8)	11.76 % (2)	35.29 % (6)	5.88 % (1)
2013-14 ATI AZ Reading 06 Gr. CBAS #1 (17) AS: 903 MS: 952 ES: 1200	5.88 % (1)	23.53 % (4)	64.71 % (11)	5.88 % (1)
2013-14 ATI AZ Reading 06 Gr. CBAS #2 (17) AS: 923 MS: 972 ES: 1220	11.76 % (2)	23.53 % (4)	58.82 % (10)	5.88 % (1)

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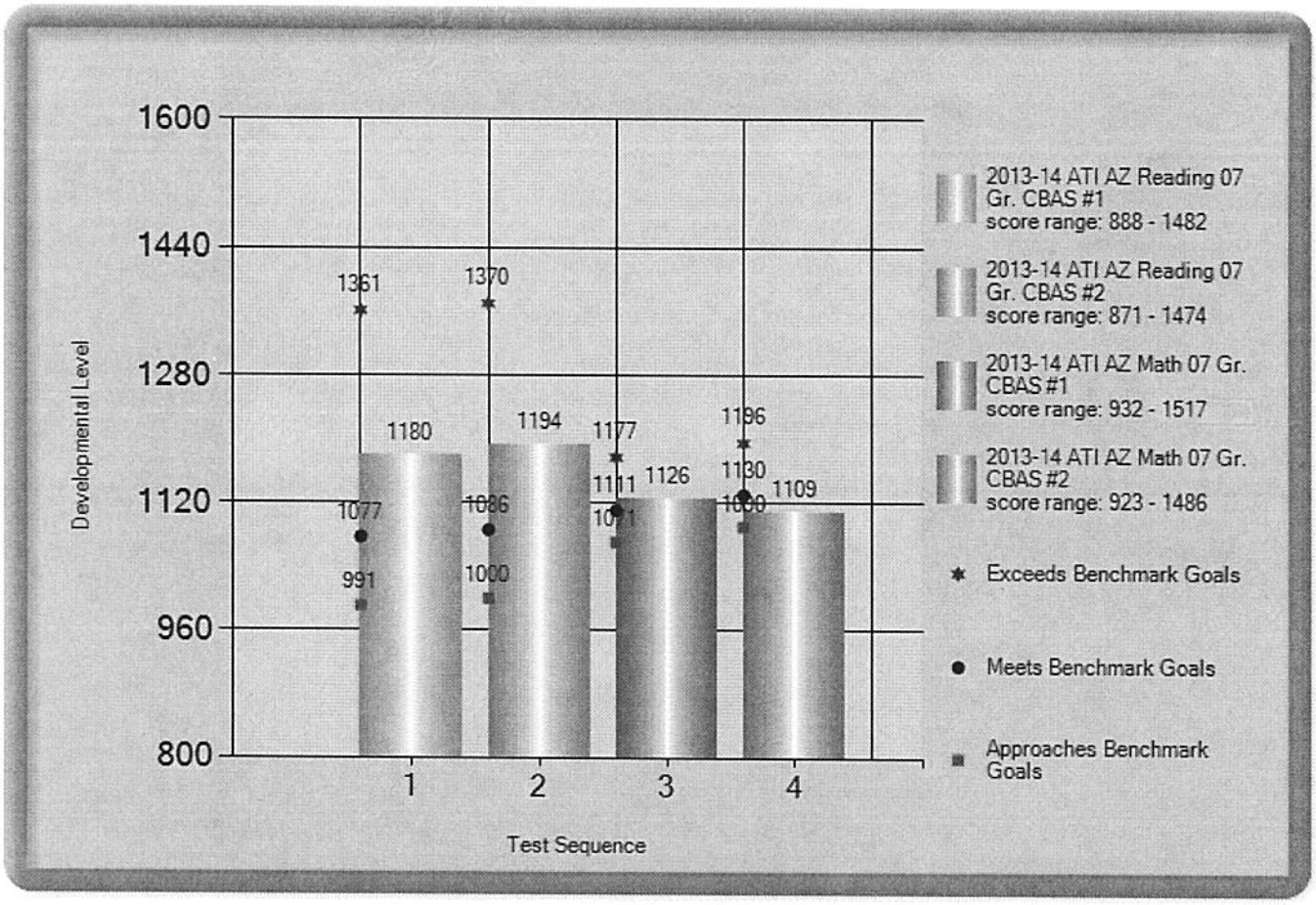
Friday, January 10, 2014

Attachment M

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Reading 07 Gr. CBAS #1 (27) AS: 991 MS: 1077 ES: 1361	0.00 % (0)	11.11 % (3)	85.19 % (23)	3.70 % (1)
2013-14 ATI AZ Reading 07 Gr. CBAS #2 (27) AS: 1000 MS: 1086 ES: 1370	0.00 % (0)	14.81 % (4)	81.48 % (22)	3.70 % (1)
2013-14 ATI AZ Math 07 Gr. CBAS #1 (27) AS: 1071 MS: 1111 ES: 1177	14.81 % (4)	14.81 % (4)	48.15 % (13)	22.22 % (6)
2013-14 ATI AZ Math 07 Gr. CBAS #2 (27) AS: 1090 MS: 1130 ES: 1196	37.04 % (10)	25.93 % (7)	22.22 % (6)	14.81 % (4)

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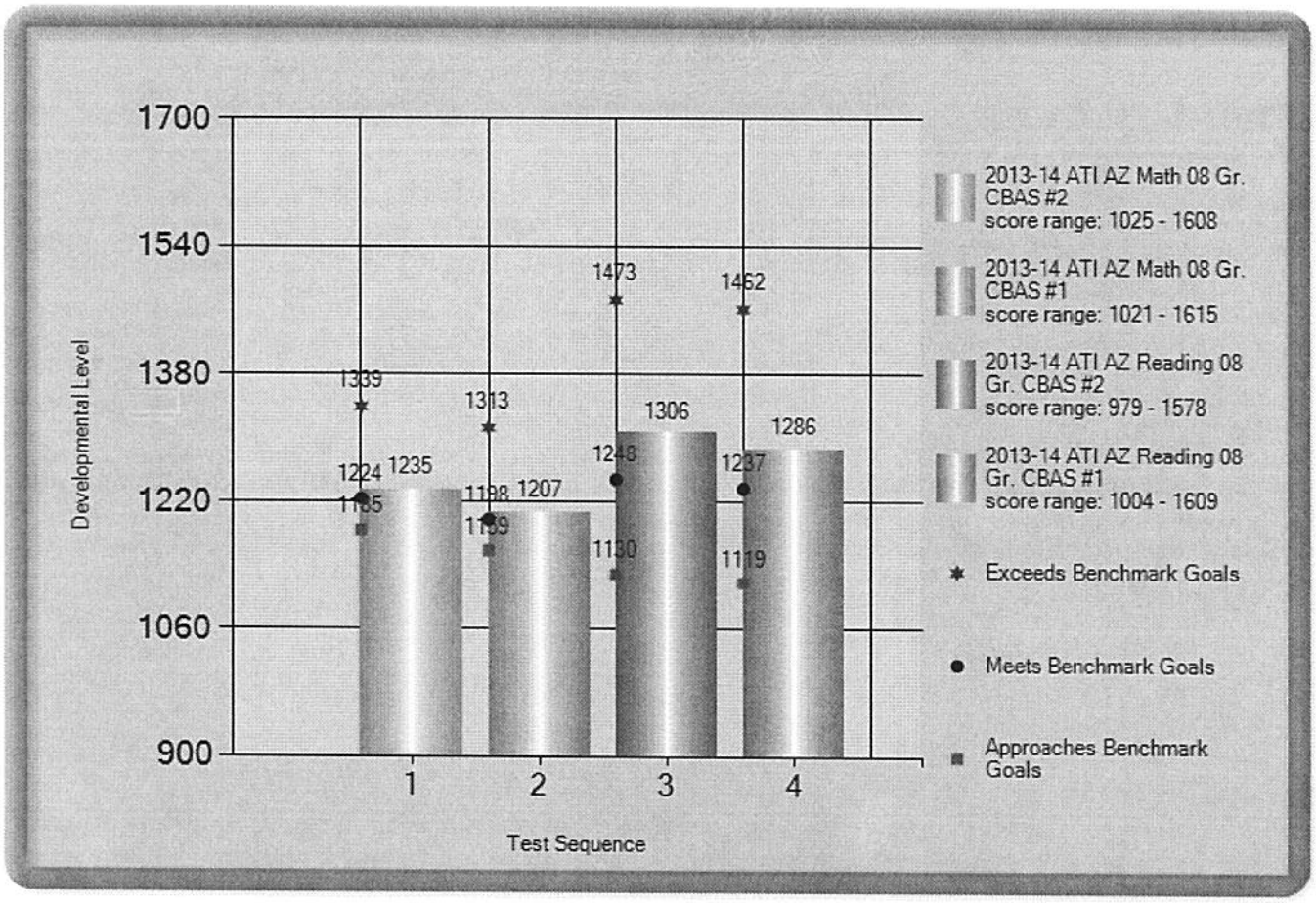
Friday, January 10, 2014

Attachment N

Aggregate Multi-Test Report

District: Legacy Schools
School(s): Legacy Elementary
Class(es): [All Classes]



Test	Falls Far Below Benchmark Goals	Approaches Benchmark Goals	Meets Benchmark Goals	Exceeds Benchmark Goals
2013-14 ATI AZ Math 08 Gr. CBAS #2 (24) AS: 1185 MS: 1224 ES: 1339	33.33 % (8)	0.00 % (0)	58.33 % (14)	8.33 % (2)
2013-14 ATI AZ Math 08 Gr. CBAS #1 (24) AS: 1159 MS: 1198 ES: 1313	25.00 % (6)	16.67 % (4)	50.00 % (12)	8.33 % (2)
2013-14 ATI AZ Reading 08 Gr. CBAS #2 (24) AS: 1130 MS: 1248 ES: 1473	4.17 % (1)	20.83 % (5)	70.83 % (17)	4.17 % (1)
2013-14 ATI AZ Reading 08 Gr. CBAS #1 (24) AS: 1119 MS: 1237 ES: 1462	8.33 % (2)	16.67 % (4)	70.83 % (17)	4.17 % (1)

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Friday, January 10, 2014