STARSHINE ACADEMY™

November 26, 2013

Dear Ms. Deanna Rowe,

As StarShine completes the expansion, construction and renovation of its new facility at 3535 E. McDowell Road, Phoenix, Arizona 85008, we request an increase of our enrollment cap to 700 to better serve the families in the surrounding neighborhoods.

StarShine has completed the additional hiring certified and highly qualified education specialists to accommodate its expansion and programs, bringing staff total to forty six. StarShine Boot Camp training was held on August first, to prepare all faculty for the opening of the new school year on August 21, 2013.

Currently StarShine has enrolled 350 students and has developed a waiting list as the building of new facilities has attracted neighborhood interest and excitement. Partnerships with surrounding businesses are providing information regarding StarShine education and construction updates. StarShine's registrar's office is open daily to answer questions regarding enrollment as enrollment packages have been distributed to surrounding apartment buildings and neighborhoods. Three parent information nights were held in August, to finalize additional student enrollment as classrooms were completed with new furnishings by then.

StarShine has been working side-by-side with churches in the surrounding area to better understand specific needs for diet and cultural requirements to better accommodate parent desires for their children. According to some of the churches, trying to accommodate diet restrictions according to the needs of certain religions has never been a consideration by other schools and they are very grateful to StarShine to try to support their needs.

We feel certain that we will be able to reach and accommodate an enrollment of 700 students based on our experience during the past several years.

Sincerely,

Name: Patricia McCarty
Title: President

StarShine Academy
Demonstration of Sufficient Progress
(DSP)

Fall 2013

Introduction

StarShine Academy, a K-12 charter school, serves the Phoenix urban community by providing a safe, rich, engaging, and fun learning environment. Small school size, vibrant curriculum, service learning and behavioral health initiatives provide the basis for lifelong learning and contributory citizenship.

StarShine supports a solid culture that recognizes that education is for the "whole child," combining academic excellence and achievement, character development and awareness, and community engagement and leadership. Serving Kindergarten through 12th grade with an enrollment of over 400 students, StarShine Academy educated students whose families seek an educational philosophy that integrates academic performance, strong character and unique community.

To implement this philosophy, StarShine Academy uses a blended approach leveraging technology with teacher-facilitated learning, while accommodating the Common Core standards. The curriculum in the high school focuses on college readiness, with graduation requirements that meet and exceed Arizona requirements. Academically we focus on STEAM (Science, Technology, Engineering, Arts, and Math), specifically including math, science, language arts, social studies, physical and behavioral health, communications, humanities and service learning. Believing in the whole child, we also integrate music, art, gardening and the pillars of mind-body-spirit-health-wealth into the curriculum.

StarShine embraces every incoming learner, giving every child the greatest possible opportunity to succeed. We are culturally sensitive, welcoming refugees and others from a wide variety of cultural backgrounds, and accommodating their cultural requirements at meals and throughout the school day. We seek to augment every child's culture with a culture of learning, so that they have the greatest opportunity to succeed at school and in life.

We use the latest in brain science, including methods derived from yoga and meditation, and we use computer games to enhance children's ability to concentrate and to achieve in areas—such as math—where many have had difficulty prior to StarShine. We think technology is central to achieving the degree of individualization that our student body requires, and we have implemented a one-to-one tablet

program in the high school to support the necessary technology. We plan this year to extend the one-to-one program to the lower grades as well.

Complementing StarShine's philosophy of learning is a culture of continuous improvement. At every moment of every day we strive to discover and develop better methods for implementing our guiding principles and facilitating learning. We share those methods through our internal professional development and by embedding them in our written process documentation.

Since December 2011, we have been on a path of rapid growth, demonstrating that the community needs what we have to offer. Beginning with 83 students at our new site, we nearly tripled in the 2012-2013 school year and then doubled again in the 2013-2014 school year. To accommodate this strong demand, we worked with master architect Vernon Swaback and a team of 70 subcontractors to create a remarkable new campus, combining new and old, high tech and high touch into a powerful environment for learning, an environment that supports StarShine's philosophy.

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

Although NCLB and the regime of standardized testing want every child to be at grade level, even the StarShine approach takes time to bring students up to the level of performance they are capable of. Many are deep within the "Falls Far Below" range, and may take a year or more to approach AIMS success.

While we appreciate Arizona's efforts to measure growth as well as static performance, these measures do not effectively measure growth among those below the bottom of the scale.

What the measures don't capture are the many successes accomplished through our philosophy, principles, and practice. For example, with the 21st Century grant we were awarded five years ago, we exceeded our own aggressive goals. Four years ago we earned the highest level of accreditation from AdvancEd, including the rare trifecta of regional, international, and corporate accreditation.

For the 2013-2014 school year, StarShine Academy hired a new principal to support the implementation of the vision and mission of StarShine Academy. Our new principal has been working in school improvement and has been mentored and trained by the Arizona Department of Education and its designees as part of other school's school improvement processes over the past several years. At StarShine, we refer to this effort as StarShine 2.0. We are building on our successes in establishing a strong climate and culture while focusing more intensely on innovation and ensuring alignment with federal and state accountability measures. An integral part of this implementation is our focus on recognizing and rewarding accomplishment.

We are actively building our StarShine culture by honoring leaders with an offsite leadership luncheon with the principal, distributing blue ribbons for achievement in Study Island and ribbons for weekly perfect attendance, incentives and prizes for other achievements and behaviors that support the development of happy, competent young people.

Reading -SGP Growth

Curriculum & Instruction

The core instructional program at StarShine Academy is based on 2010 Arizona Academic Standards using research-validated, brain-based instructional approaches. The elementary grades have access to the Core Knowledge curriculum while also having the flexibility to customize their approaches to best meet the needs of the children in their classes. At the high school level, we use the curricular framework provided in the A+ Anywhere Learning Program. Again, teachers in this program have the flexibility to adapt the program to meet the needs and accommodate the interests of the students in the class. In addition to these Tier 1 curricular resources, we have also recently invested in Study Island, MobyMax, and Galileo. Study Island includes lesson plans, assessments, individualized independent learning activities, and academic reporting. They provide another layer of support for teaching and learning across all grade levels. Teachers can use these resources to provide whole-class instruction as well as differentiated learning experiences.

Intervention support is planned and coordinated with instructional staff, parents, and site administration. Instructional literacy support at Tier 1 is at least 90 minutes per day in grades K-8 and 60 minutes per day in grades 9-12. Tier 2 support is provided daily in addition to Tier 1 instruction. Tier 3 support is provided by the reading interventionist using Fundations, McGraw Hill, and direct small group instruction. Students who participate in the after school program receive additional support in tutoring and assistance from after school personnel. All teachers have the support of the reading and math interventionists, the Student Services Director, and eight paraprofessionals.

DIBELS data collaborations are conducted between interventionist, instructional staff and administration in regards to student growth in the areas of phonemic awareness, vocabulary, fluency and comprehension. Students are grouped as Benchmark (at or above grade level), Strategic (Approaching) and Intensive (Falls Far Below). Students are identified for Tier 1, Tier 2 and Tier 3 intervention support.

Professional Development

Lesson plans are submitted weekly to the principal, and walkthroughs are conducted by the support team (Principal, Student Services Director, Math and Reading Specialists). The team discusses both individual and school-wide trends to identify professional development needs, set priorities, and make adjustments to the program. Weekly professional development is job-embedded and has included specific training on close reading, engagement, formative assessment, data analysis, and DIBELS. We are including a data component in most professional development sessions. Professional development includes a feedback loop through reflective response forms following each session. The support team reviews the feedback and uses it as a means to reflect on the system and to set priorities for the faculty.

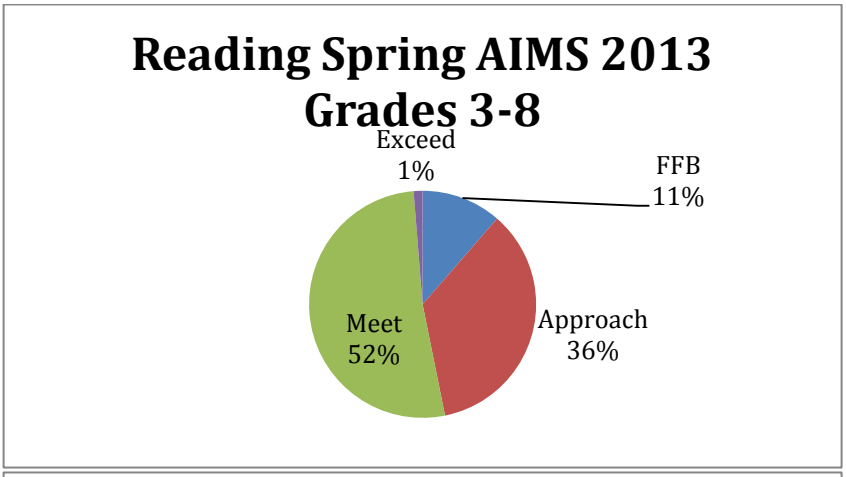
Assessment

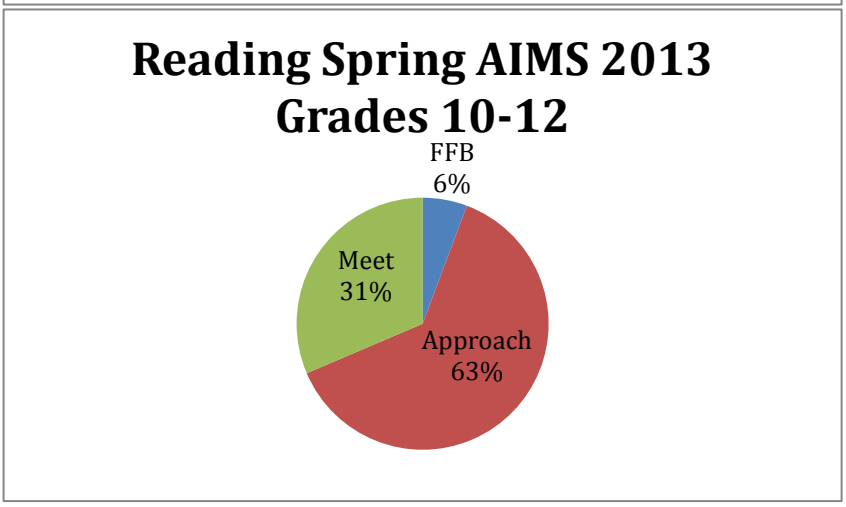
In order to make the best possible decisions for the students, staff, and community at StarShine Academy, we are building a warehouse for data so that we have ready access to reliable and valid information about what students know. We are including AIMS scores, Galileo benchmark scores, DIBELS (for elementary), MobyMax, Study Island, and related factors (such as attendance and discipline).

In addition to the Galileo and DIBELS benchmarks, we are administering teacher-created assessments, Study Island, A+, and MobyMax assessments to gather information about student learning. We consider every assessment a formative assessment because we use each to make decisions about what should be taught to whom.

Data

StarShine Academy Reading Spring AIMS 2013 % Passing by Grade Level			
Grade Level	# of Students Tested	# of Students Passing	% Passing
3rd Grade	11	6	55%
4th Grade	12	6	50%
5th Grade	13	5	38%
6th Grade	15	7	47%
7th Grade	15	11	80%
8th Grade	13	6	46%
10th Grade	20	8	40%
11th Grade	8	1	13%
12th Grade	7	2	29%
Totals	114	52	46%





Math SGP

Curriculum & Instruction

As discussed in the Reading SGP section, the core instructional program at StarShine Academy is based on 2010 Arizona Academic Standards using the Core Knowledge curriculum and A+ Anywhere Learning Program. These programs provide a solid foundation while also providing flexibility for each teacher in his or her class. Again, we are using Study Island, MobyMax, and Galileo to provide differentiated support for classes, teachers, and students. These online tools allow us to provide more advanced content for all students who are interested and capable. The tracking features in these programs make it easy for us to identify and reward academic successes.

Intervention support is an important component of the math program at StarShine. After reviewing the 2013 AIMS data, it became apparent that math needed to be a focus for the 2013-2014 school year. The highest achieving groups of students were third and seventh grades with 45% and 47% passing rates, respectively. All other grades scored at or below 20%. In addition to the curricular and instructional supports described above, we have hired a full-time math interventionist and data specialist to help us collect and use data and to support teachers and students in developing math skills and conceptual knowledge.

Professional Development

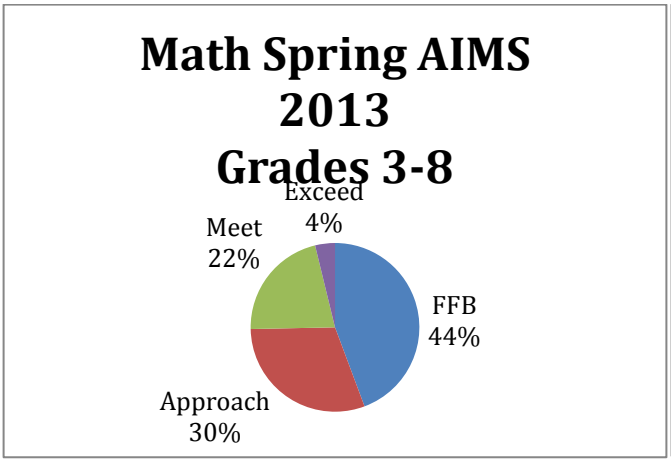
We are aligning lesson planning, instructional support, training, and academic programs to facilitate continuous improvement for all students and staff. Teachers have access to multiple data points from various programs and are regularly provided the opportunity to provide feedback about the various supports in use at this school.

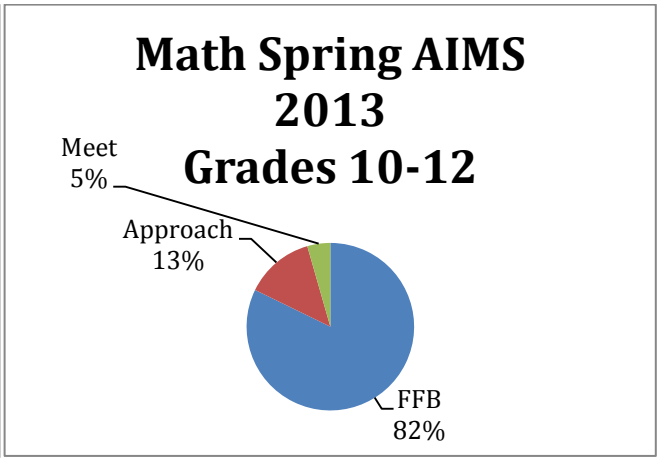
Assessment

In order to make the best possible decisions for the students, staff, and community at StarShine Academy, we are constructing a warehouse for data so that we have ready access to reliable and valid information to better inform instructional decisions. This warehouse will include AIMS scores, Galileo benchmark scores, DIBELS (for elementary), and other relevant information. Last year's AIMS scores indicated that third and seventh grades scored best with passing rates around 46%. The other grades had passing scores at or below 20%.

Data

StarShine Academy Math Spring AIMS 2013 % Passing by Grade Level			
Grade Level	# of Students Tested	# of Students Passing	% Passing
3rd Grade	11	5	45%
4th Grade	12	2	17%
5th Grade	13	1	8%
6th Grade	15	3	20%
7th Grade	15	5	47%
8th Grade	13	1	15%
10th Grade	18	1	6%
11th Grade	17	1	6%
12th Grade	10	0	0%
Totals	124	19	15%


Math Spring AIMS
2013
Grades 3-8
Exceed
4%
Meet
22%
FFB
44%
Approach
30%


Math Spring AIMS
2013
Grades 10-12
Meet
5%
Approach
13%
FFB
82%

Reading Proficiency

Curriculum & Instruction

StarShine's core academic program is aligned to Arizona's 2010 Academic Standards, as described in previous sections of this document. We are very excited about the MobyMax program we are rolling out now. After students complete an initial assessment, the program assigns specific content and lessons based on the academic deficiencies identified in the pretest.

Professional Development

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

Assessment

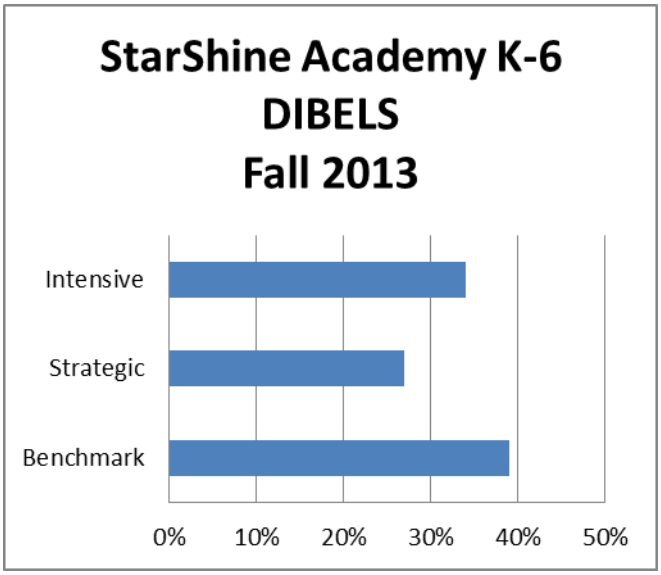
We administered a baseline assessment using Galileo and have bought additional tools to gather information on growth as it occurs. These tools include DIBELS for reading in K-6, Study Island in all grade levels, and MobyMax in grades K-8. MobyMax is also used to support ELL and fact fluency for math students in high school. Our Galileo initial benchmark scores indicate that 51% of our population is at

benchmark, and 40% approach, with 8% at significant risk. We will conduct a second benchmark in January and a final one in May.

Data

Galileo Initial Reading Benchmark 2013			
Grade	Significant at Risk	Approaching Benchmark	At Benchmark
1st	11.43%	34.29%	54.29%
2nd	6.67%	36.67%	56.67%
3rd	5.26%	36.84%	57.89%
4th	0.00%	42.86%	57.14%
5th	12.50%	54.17%	33.33%
6th	20.83%	33.33%	45.83%
7th	5.00%	10.00%	85.00%
8th	20.00%	36.00%	44.00%
9th	3.13%	56.25%	40.63%
10th	9.52%	47.62%	42.86%
11th	2.86%	42.86%	54.29%
12th	2.50%	52.50%	45.00%

StarShine Academy DIBELS Beginning Benchmark Data Fall 2013				
Grade	Benchmark	Strategic	Intensive	# students tested
k	4%	22%	74%	23
1	46%	30%	24%	37
2	43%	7%	50%	28
3	47%	37%	16%	19
4	44%	36%	20%	25
5	48%	20%	32%	25
6	40%	40%	20%	20
K-6 Avg	39%	27%	34%	177



Please see combined math and reading data charted by grade level in the data portion of the Math Proficiency section of this document.

Math Proficiency

Curriculum & Instruction

We have purchased additional tools (MobyMax, Study Island) to support teaching and learning, and we are providing support to teachers as they begin to use these resources to build students' academic skills. After reviewing the AIMS data from last year, we hired a math interventionist. This individual provides direct instruction to students in addition to providing guidance and support to teachers.

Professional Development

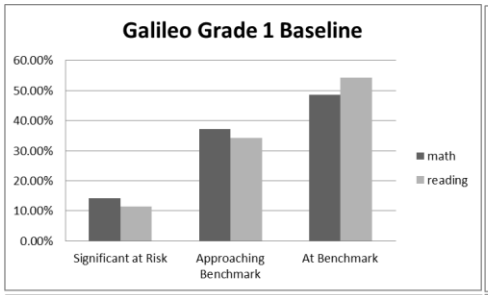
Data analysis is a recurring theme in our professional development program. The support team (special education, reading, and math specialist) collaborate regularly to plan for instructional support that is differentiated. Additionally, we are meeting in collaborative professional teams based on grade levels to facilitate conversations regarding the academic and social supports we are using and may need to help all students become proficient in math.

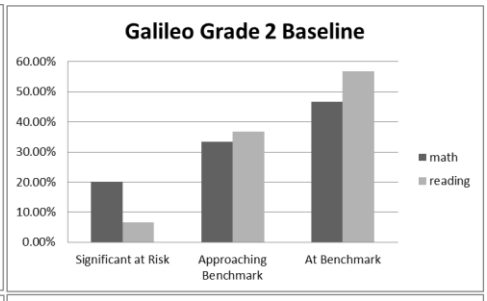
Assessment

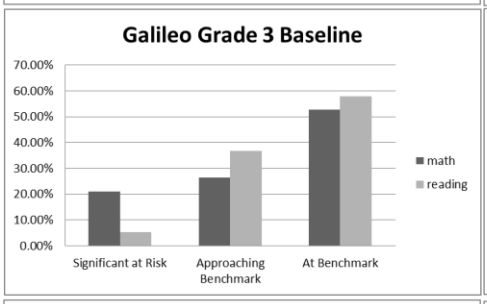
As the Galileo baseline benchmark results indicate, about one quarter of the students are at benchmark when the grade level percents passing are averaged. Another 25% are approaching the benchmark, with about half of the students at significant risk. In the older grades (8-12) in particular, we have lower scores in math.

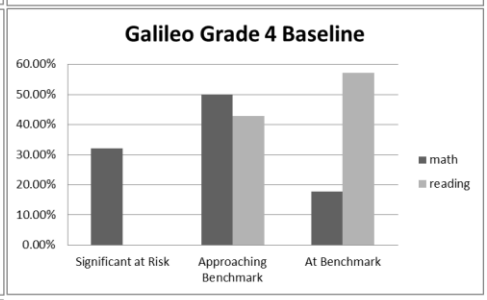
Data

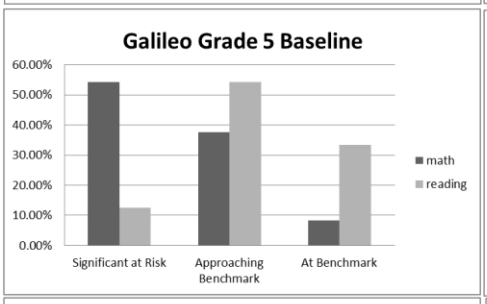
Galileo Initial Benchmark Math 2013			
Grade	Significant at Risk	Approaching Benchmark	At Benchmark
1st	14.29%	37.14%	48.57%
2nd	20.00%	33.33%	46.67%
3rd	21.05%	26.32%	52.63%
4th	32.14%	50.00%	17.86%
5th	54.17%	37.50%	8.33%
6th	33.33%	45.83%	20.83%
7th	30.00%	15.00%	55.00%
8th	76.00%	4.00%	20.00%
9th	87.50%	12.50%	0.00%
10th	80.95%	11.90%	7.14%
11th	82.86%	14.29%	2.86%
12th	80.00%	15.00%	5.00%

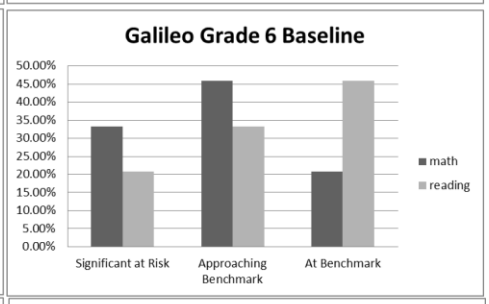

Galileo Grade 1 Baseline
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

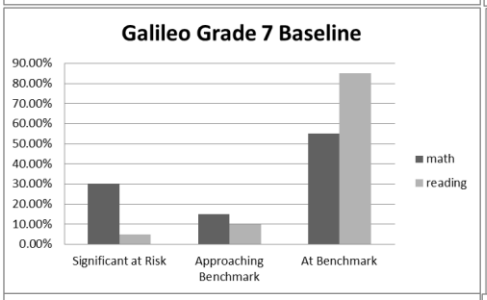

Galileo Grade 2 Baseline
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

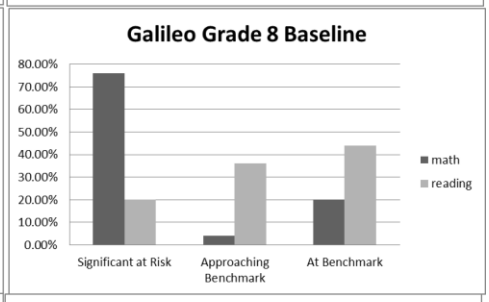

Galileo Grade 3 Baseline
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

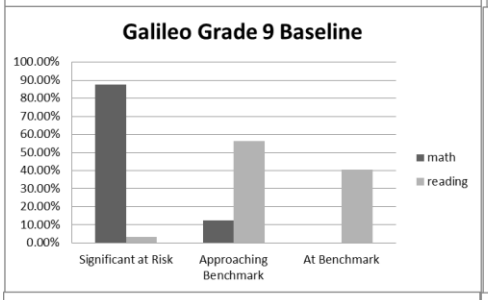

Galileo Grade 4 Baseline
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

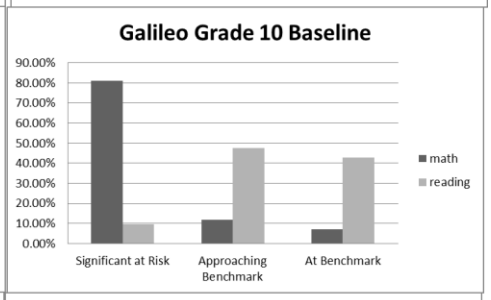

Galileo Grade 5 Baseline
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

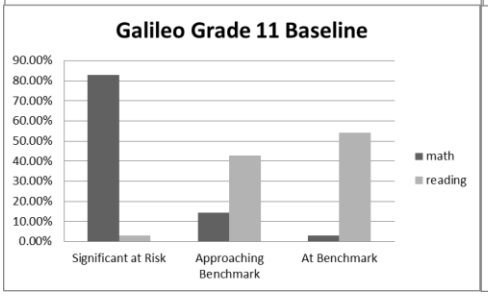

Galileo Grade 6 Baseline
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

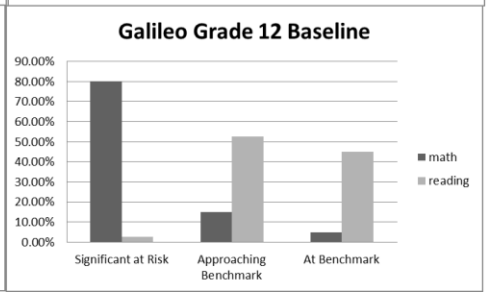

Galileo Grade 7 Baseline
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading


Galileo Grade 8 Baseline
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading


Galileo Grade 9 Baseline
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading


Galileo Grade 10 Baseline
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading


Galileo Grade 11 Baseline
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading


Galileo Grade 12 Baseline
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Significant at Risk
Approaching Benchmark
At Benchmark
math
reading

Free & Reduced Lunch Subgroup

The free and reduced lunch demographic at StarShine Academy comprises almost the entire school. The curriculum, instruction, assessment, professional development, and data for this population are reflected in the narratives and analyses for math and reading proficiency for the whole school.

SPED Subgroup – Reading & Math

Curriculum & Instruction

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

Professional Development

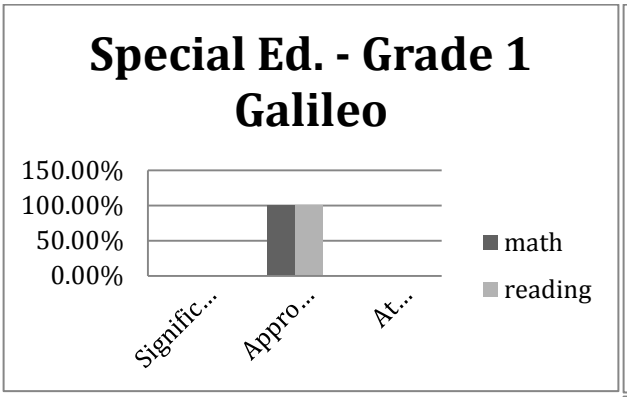
Teachers and staff are provided with professional development to assist with understanding the levels and needs of special education students according to student IEPs. Workshops in differentiated instruction have become part of the topics covered during weekly professional development to assist teachers in using strategies to meet the needs of all students. Teachers are progressively participating in discussions that review options for addressing student needs before referral to special education. The special educator participates in professional development opportunities sponsored by the Arizona Department of Education including mentoring and monthly go-to meetings.

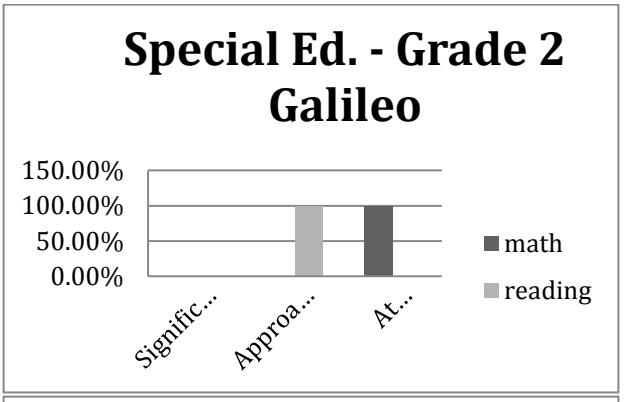
Assessment

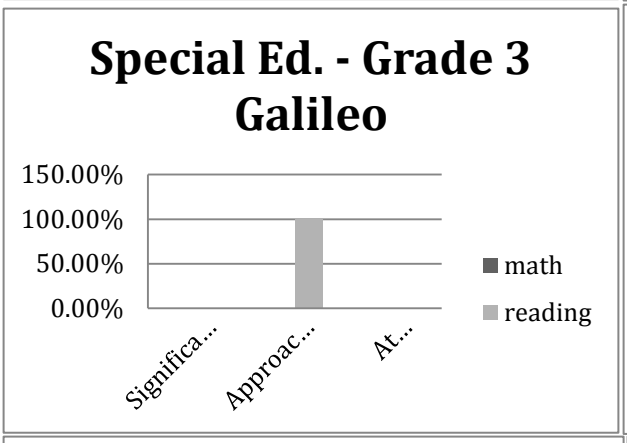
Students receiving special education services at StarShine participated in the Galileo benchmark assessments given earlier this school year. Of the 23 special education students who completed the Galileo Reading Test, 22% were significantly at risk, while 65% approached the benchmark, and 13% achieved a passing score. Following the trend of the school as a whole, 71% of the 21 special education students who completed the Galileo Math Test were significantly at risk, 19% approached the benchmark, and 10% achieved a passing score.

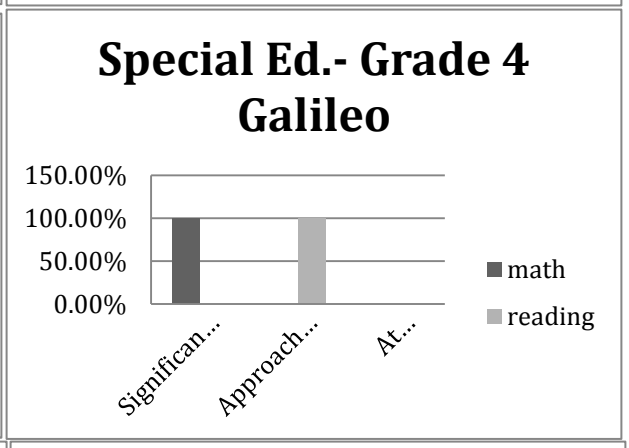
Data

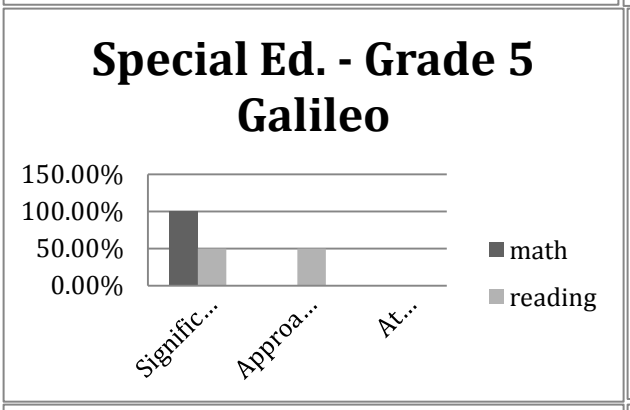
	Reading					**Math**				
Grade	# tested	Falls Far Below	Approaches	Meets	Exceeds	# tested	Falls Far Below	Approaches	Meets	Exceeds
1st	1	0.00%	100.00%	0.00%	0.00%	1	0.00%	100.00%	0.00%	0.00%
2nd	1	0.00%	100.00%	0.00%	0.00%	1	0.00%	0.00%	100.00%	0.00%
3rd	1	0.00%	100.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%	0.00%
4th	1	0.00%	100.00%	0.00%	0.00%	1	100.00%	0.00%	0.00%	0.00%
5th	2	50.00%	50.00%	0.00%	0.00%	1	100.00%	0.00%	0.00%	0.00%
6th	2	50.00%	50.00%	0.00%	0.00%	2	50.00%	50.00%	0.00%	0.00%
7th	2	50.00%	0.00%	50.00%	0.00%	2	0.00%	50.00%	50.00%	0.00%
8th	0	0.00%	0.00%	0.00%	0.00%	1	100.00%	0.00%	0.00%	0.00%
9th	4	25.00%	75.00%	0.00%	0.00%	4	75.00%	25.00%	0.00%	0.00%
10th	3	0.00%	66.67%	33.33%	0.00%	3	100.00%	0.00%	0.00%	0.00%
11th	1	0.00%	100.00%	0.00%	0.00%	1	100.00%	0.00%	0.00%	0.00%
12th	5	20.00%	60.00%	20.00%	0.00%	4	100.00%	0.00%	0.00%	0.00%
	23					**21**				

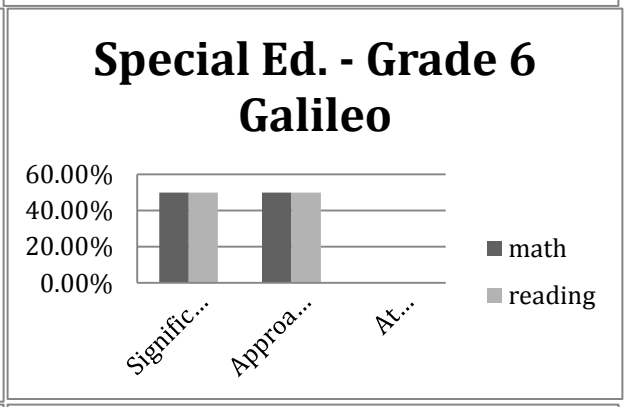

Special Ed. - Grade 1 Galileo
150.00%
100.00%
50.00%
0.00%
Signific...
Appro...
At...
math
reading

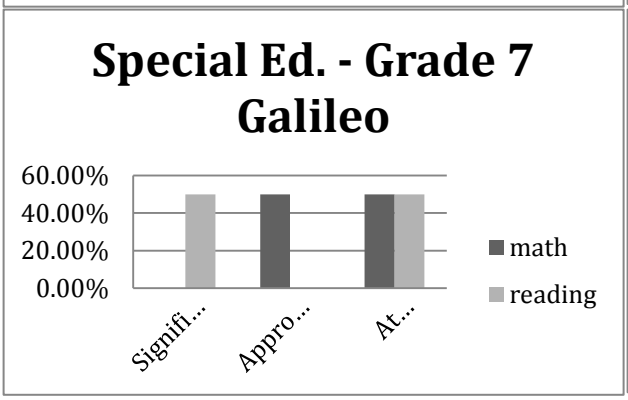

Special Ed. - Grade 2 Galileo
150.00%
100.00%
50.00%
0.00%
Signific...
Approa...
At...
math
reading

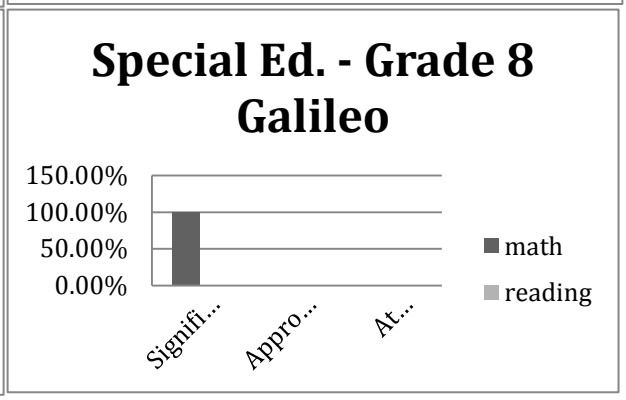

Special Ed. - Grade 3 Galileo
150.00%
100.00%
50.00%
0.00%
Significa...
Approac...
At...
math
reading

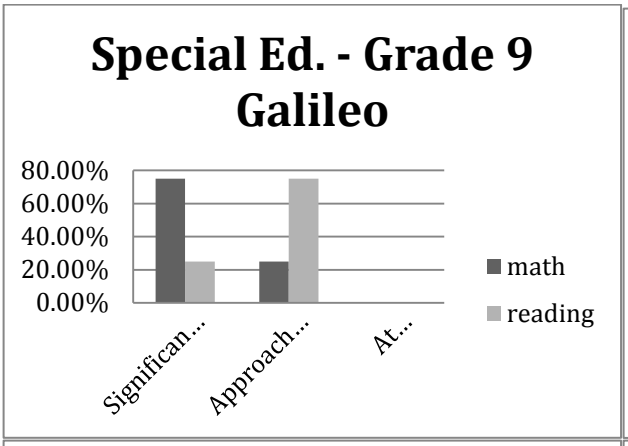

Special Ed.- Grade 4 Galileo
150.00%
100.00%
50.00%
0.00%
Significan...
Approach...
At...
math
reading

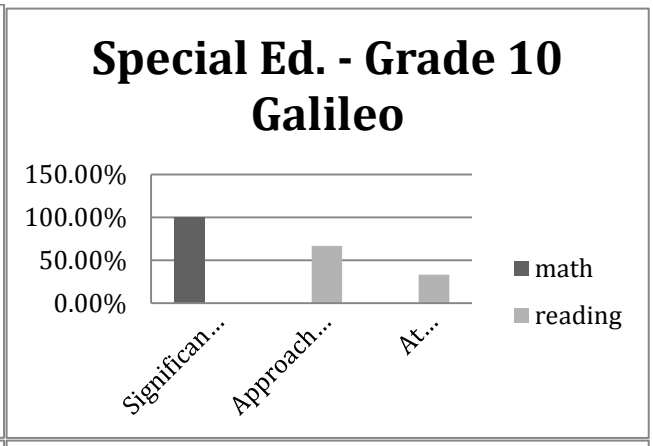

Special Ed. - Grade 5 Galileo
150.00%
100.00%
50.00%
0.00%
Signific...
Approa...
At...
math
reading

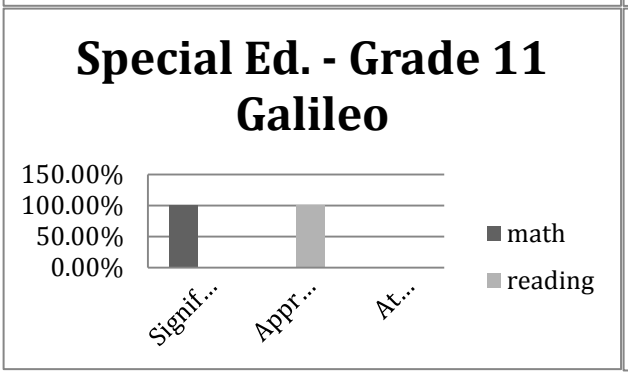

Special Ed. - Grade 6 Galileo
60.00%
40.00%
20.00%
0.00%
Signific...
Approa...
At...
math
reading

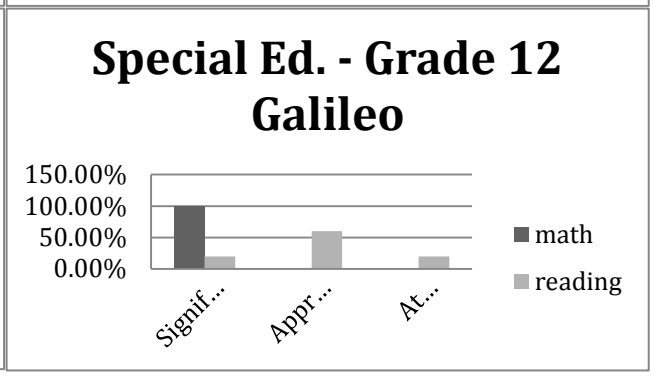

Special Ed. - Grade 7 Galileo
60.00%
40.00%
20.00%
0.00%
Signifi...
Appro...
At...
math
reading


Special Ed. - Grade 8 Galileo
150.00%
100.00%
50.00%
0.00%
Signifi...
Appro...
At...
math
reading


Special Ed. - Grade 9 Galileo
80.00%
60.00%
40.00%
20.00%
0.00%
Significan...
Approach...
At...
math
reading


Special Ed. - Grade 10 Galileo
150.00%
100.00%
50.00%
0.00%
Significan...
Approach...
At...
math
reading


Special Ed. - Grade 11 Galileo
150.00%
100.00%
50.00%
0.00%
Signif...
Appr...
At...
math
reading


Special Ed. - Grade 12 Galileo
150.00%
100.00%
50.00%
0.00%
Signif...
Appr...
At...
math
reading

State Accountability Rating

Curriculum & Instruction

In addition to the more traditional curricular approaches described in previous sections, StarShine Academy also emphasizes brain-based instructional practices across the curriculum. Students learn how to regulate their emotions and to remain calm through a series of simple yoga poses we all do together each morning. The school meets every day as a community to identify and discuss school goals, individual goals, to celebrate achievements, and to highlight skills of specific classes and students. These practices are designed to build community so that the students feel more connected to each other and to the school.

Professional Development

Professional development is a cornerstone of our program. A considerable investment has been made in ensuring that all staff understand StarShine's 15 Guiding Principles and other foundational concepts. We have published teacher materials, including a Field Guide, School in a Box curriculum for home school and other constituents, online instructional videos, and more. Our founder has also authored inspirational and self-help books, one of which became a bestseller almost immediately.

We strive to help all of our stakeholders continuously reflect on their goals, set new priorities, and be better tomorrow than today. All of the StarShine staff have access to and participate in our annual Quintessential Institute and ongoing training and collaboration. Feedback is continuously solicited so that leaders can reflect on progress and make adjustments as needed.

Assessment

We spent some time this fall looking into various assessment and intervention options for all grade levels. We specifically looked for programs that would help us identify and track students, classes,

grades, etc. individually and in the aggregate. We also wanted programs that would be engaging to students, easy to monitor, and provide detailed information about specific objectives. We have benchmarked students using Galileo and have recently purchased Study Island and MobyMax to make it easier to gather and use data across grade levels and across the various job categories to make better instructional decisions.

Additionally, we are studying the state and federal accountability matrices and identifying ways to monitor our own progress toward these targets while also continuing to identify and track our progress in transforming K-12 education by bringing the best of StarShine's climate and culture of happiness and competence to other individuals and organizations.

Data

Grade	3	4	5	6	7	8	9	10	11	12
Subject	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
FFB	2	4	7	6	6	10	N/A	15	16	6
Approach	4	6	5	6	2	1	N/A	2	0	4
Meet	5	2	1	3	5	1	N/A	1	1	0
Exceed	0	0	0	0	2	1	N/A	0	0	0
Total # Tested	11	12	13	15	15	13	N/A	18	17	10
% Passing	45%	17%	8%	20%	47%	15%		6%	6%	0%

Grade	3	4	5	6	7	8	9	10	11	12
Subject	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading	Reading
FFB	1	1	2	2	1	2	N/A	1	0	1
Approach	4	5	6	6	2	5	N/A	11	7	4
Meet	6	6	5	7	11	6	N/A	8	1	2
Exceed	0	0	0	0	1	0	N/A	0	0	0
Total # Tested	11	12	13	15	15	13	N/A	20	8	7
% Passing	55%	50%	38%	47%	80%	46%		40%	13%	29%