DEMONSTRATION OF SUFFICIENT PROGRESS (DSP) – *E-Institute Avondale*

INTRODUCTION:

E-Institute Avondale is a small alternative charter high school located in the southwest valley that serves a proportional spectrum of the Goodyear / Avondale / Tolleson community. Their ethnic categories break out to 71% Hispanic students, 13% Black/African American, 13& White/Anglo, and 3% American Indian. (*Appendix A: Ethnicity Percentages*). Many students come from low socio-economic backgrounds with limited to no support from parents in choosing high school over financial family support from jobs: many receive little encouragement to complete their high school education or to think about post-secondary training or college. Many will be the first in their families to receive high school diplomas.

The change from the Small School category in SY2012 (the second year of the school's existence) to Alternative High School in SY 2013 was a positive one for E-Institute Avondale. It allowed more consideration for the unique set of students served by our school:

- Seniors and Super seniors who lack the credits to graduate (24%) or who have not passed AIMS (67%)
- Students in grades 9 – 11 who are behind in credits (84%)
- Students who have been long-term suspended from prior schools (10%)
- Drop-outs who return to graduate because their job hunting experience has demonstrated the importance of having a diploma. Many come with anxiety over poor study habits, impatience at working with content they learned previously (without earning credit), and in some cases, a real desire to turn these attitudes around so they can achieve. (6%)
- Students whose parents believe a smaller school environment with more direct assistance from the staff will be more beneficial (7%) (*Appendix B: Pre-enrollment Academic History*)

The demands of the jobs our students hold to help support their families and the lack of public transportation in the Southwest valley present additional hardships. They may be assigned late shifts at work or walk several miles to school. To accommodate students in these situations, we offer flexible scheduling so they can attend any 4-hour block in which the school is open, as long as they maintain the 20 hours per week required by the State of Arizona.

Curriculum

E-Institute High School offers a hybrid program that combines traditional classes and computer-based learning. The curriculum for this blended model has some variations between classroom instruction and computer lab classes, and our teachers can link classroom- and computer-based content to ensure smooth and logical transitions between the options. The traditional teacher-led classes follow a curriculum that addresses the Arizona College and Career Readiness Standards. District-wide teacher teams worked together to develop curriculum maps and pacing guides in Math and English that link to the new textbook adoptions, Holt Math and Holt Reinhart English (both Common Core Editions) used in direct instruction and to the computer-based classes as well.

All teachers are responsible for implementing our traditional curriculum in the classroom. They are required to use the district curriculum and pacing guides when developing lesson plans and presenting classroom activities. Lesson plans are reviewed by campus principals and are compared and shared by teachers in district wide content meetings. These meetings are held throughout the year to allow teachers to collaborate and compare ideas about implementation of the curriculum and to review what works and what may need refinement to benefit student growth.

Our computer based curriculum supports the credit recovery program that is essential for the students we serve, as reflected in our alternative status. Our computer based curriculum is standards-consistent and its flexibility allows us to evaluate each new students and provide targeted instruction and practice based on individual skill levels and previous academic success. The content of language arts and math computer classes is adjusted for areas where students need more repetition to increase their speed and accuracy. These computer classes not only allow teachers to modify/individualize practice according to each student's needs, but also provides instant analysis of class-and school wide results at multiple stages to pinpoint specific performance indicators that require extra attention. Teachers in traditional classrooms also have the opportunity to build computer-based lessons to strengthen the understanding and fluency of performance for students who need additional content practice. Every computer lab is always staffed by a highly qualified teacher who is present to answer questions and facilitate instruction.

The computer based instructional programs are selected by committee after an initial pilot program. Piloting a program first allows us to assess its potential to increase student growth, provide credit recovery, ease of implementation, and any technological issues that may arise. If the pilot program is successful, the computer based learning program may be rolled out to all the campuses. This system ensures sustainability from year to year despite any potential changes in personnel or staffing.

Instructional Approach

Using the appropriate curriculum, pacing guides, and resources, we implement a number of strategies to evaluate instructional effectiveness and student growth. These tools include classroom observations and data walks, teacher evaluations, peer observations and professional development opportunities in the areas that address school- and district-wide goals.

Student growth and skills assessment are measured through Galileo benchmark tests, classroom and computer content pre- and post-tests, and analysis of the AIMS results. Due to technology problems that limited some Galileo testing at E-Institute Avondale, student academic needs are also identified through careful disaggregation of AIMS data by performance indicators. This attention drives instruction relating to specific indicators, and has resulted in increased AIMS scores in those areas.

Galileo results, classroom testing and AIMS results help teachers identify student needs and areas of emphasis in instructional content. Teachers, together with administrators, compile the data and determine the areas in which each student needs strengthening. After analysis, strands and areas of weakness are identified and those areas are emphasized during classroom instruction. In addition, foundational needs are identified and computer based instruction is used to fill in gaps in a student's skills. We also provide additional instructional time (flex time and extra hours) as well as individual student tutoring when needed.

All lesson plans and teaching strategies for the traditional classes are submitted, reviewed by the administrator and revised as necessary. Monitoring and assessment, MCESA evaluations, classroom observations and documented walk-throughs during direct instruction and computer lab sessions are part of the process for ensuring effective instruction happens every day and everywhere. Due to the intimate size of the campus and teaching staff, rapid observation feedback can quickly drive changes in technique or content where they are necessary.

Recognizing the strengths of E-Institute High School's practice of blending traditional classes with computer-based instruction, we are making consistent efforts to strengthen our technology instruction. We have implemented and use a variety of computer-based instruction programs, providing us with the ability to offer additional types of individualized instruction.

Professional Development

At E-Institute we recognize the importance of professional development for all teachers and administrators. Much of the available research indicates that one effective factor influencing student achievement is the interaction with knowledgeable and enthusiastic teachers in the classroom.

Beginning with the 2011-2012 school year, we began to develop and put into practice a professional development plan that focuses on achieving student learning goals and supporting student learning needs. This plan is intended to be a collaborative effort in which teachers and administrators work together in developing and implementing the plan. We utilize school-based, job-embedded, and outsourced professional development opportunities with the goal of supporting the needs of all staff, both teachers and administrators, in providing differentiated training opportunities.

In developing and identifying professional training opportunities, we look to support the vision, mission, and goals of the E-Institute campuses and Learning Matters Educational Group. As part of this process, the Professional Development Plan undergoes annual evaluations based upon student achievement and staff needs. As a small system with seven campuses, we have the ability to react quickly to needs that arise during the school year. In addition to the annual evaluations, we can and do make changes to teacher training with each block as needed.

Our professional development program begins before the start of the school year, when teachers and administrators meet to match professional development needs to specific opportunities and system-wide goals for the coming year. At this time, initial plans are outlined on a professional development calendar that is used and revised throughout the year. Administrators regularly bring ADE *Webinhours* and other training opportunities to the attention of the appropriate teachers. Teachers are also encouraged to seek out training opportunities that have relevance and interest to them. (*Appendix D: Professional Development Schedule*)

Instructional performance is monitored through regular data walks, and unscheduled classroom observations throughout the school year. E-Institute has also adopted the "REIL Learning Observation Instrument" (LOI) evaluation and professional standards program to meet the AZ Framework for Measuring Educator Effectiveness. All administrators have been trained in the LOI process and teachers have participated in workshops on the expectations for lesson design and evidence of learning that are the focus of the LOI. Twice yearly formal evaluations are conducted using this instrument and uploaded to the ADE site; teachers identified as needing remediation in math or language arts strategies receive additional training. Our teachers also observe their colleagues who demonstrate strong teaching skills

through a mentoring system. Teachers and administrators continue to meet on scheduled district-wide professional development days to participate in growth activities.

As with all aspects of our schools, our professional development program is ongoing, collaborative and sustainable. As new teachers are hired, they are informed of the professional performance expectations and integrated into the professional development system at each campus.

I. GROWTH

a. STUDENT GROWTH

E-Institute Avondale implements and utilizes standard testing instruments to accurately assess our students and to guide instruction. ATI/Galileo is a recently adopted assessment tool for the district; no longitudinal data are yet available. For purposes of instruction, we are starting to utilize Galileo CBAS tests to assess student progress and guide remediation. One element we consider when analyzing our growth is the pre-enrollment academic history of our students *(Appendix B)*. This must be factored in when establishing individualized goals for student progress (*please refer to sections on curriculum and instruction*).

Due to technology problems that limited full implementation of Galileo testing at E-Institute Avondale, heavy attention has been given to the Performance Indicator Scores on previous AIMS tests. Students are partners in viewing previous AIMS performance and determining target areas. They are then grouped for tutoring according to these indicators and progress is marked and celebrated.

By utilizing the concept results from previous AIMS tests, the pre-and post-tests required for every lesson in computer based courses, and data provided by the Title I Math Specialist, we have been able to determine student needs, target remediation and measure growth in math and reading.

While E-Institute Avondale was not rated for overall SGP for the 2012 and 2013 academic years, the consistent increase of academic achievement in daily learning and in AIMS testing is the daily priority. Regular observation tells us that the academic struggles of our students are compounded by the lack of basic study skills – note-taking, outlining, summarizing, effective reviewing – so our sustained plan includes incorporating remedial study skills into every area of instruction, as well as addressing individual deficiencies with foundation development as necessary.

Every student (traditional and computer-based credit recovery) attends a weekly two-hour seminar with the Language Arts teacher learning to implement the basic skills of note-taking (modified

Cornell-style), outlining, summarizing, and also research and writing for the culminating essays required in every class.

All students are provided additional learning opportunities, flextime, one on one tutoring, remediation, skills building tools and courses, and frequent monitoring and follow up testing to measure improvement. As the data indicate, we take the results from the standardized tests seriously. We have been able to discern areas of instructional strength and areas in which additional professional development and attention are necessary.

Evaluation of student growth is not limited only to standardized test results. As discussed earlier, those results are critical to instruction, self-assessment and professional development. However, they also simply provide a snapshot of the overall student performance and growth. While we have our share of apathetic and transient students, we also serve some highly motivated students who are genuinely seeking an alternative learning route.

We consistently see these young people overcome foundational, and socio-economic, as well as cultural hurdles through hard work and dedication. They start learning to seek additional instructional support, to establish long-term goals, and overcome doubt to believe in themselves and their potential success. In fact, often one of the first tasks it to convince our students that they can succeed in school through steady work and consistent attendance. Attendance does remain an area of concern and we are looking for incentives to motivate students to develop the life-skill of reliability through commitment to attend schools every day.

Students do earn credits more consistently and at a better pace than before their arrival at e-institute High School. Our 2-year graduation rate (the life of the school) detailed in the shows that although these students might not arrive with all the necessary skills, they accomplish quite a lot given additional support and learning time. The Course Completion graph demonstrates these accomplishments ***(****Appendix E****).***

E-Institute-Avondale will continue to monitor, evaluate and document the growth of every student as we rebuild and reinforce the skills deficits we discover. We will do this through the use of periodic assessments, continuous classroom monitoring, and building our teacher effectiveness. We also utilize data to build on the academic strengths in order to reinforce higher-order learning skills and sustain momentum. E-Institute Avondale employs highly qualified, passionate teachers that utilize any and all means to assure that student learning occurs and that the students grow under their instruction. There are difficulties inherent to the structure of an alternative educational environment, but we provide students an academic choice that sustains a great number of potential dropouts.

B. SGP Bottom 25%

While E-Institute Avondale was not rated in this area for the 2012 academic year and is not rated for the 2013 academic year, we acknowledge that this is an important area to keep in focus for the current years and the future. As a non-traditional high school, identifying only the lowest 25% of non-proficient learners can be misleading. Although not all schools provide class ranking on transcripts, the data available for current students indicate that roughly 53% of students fell in the bottom 5% of their cohort's class from previous schools, and additional 20% fell into the bottom 15%, and 20% were in the top 50%. Thus it is evident that the bottom 25% of AIMS student scores in Reading and Math at E-Institute Avondale will come from the bottom 5% of the cohort classes in previous schools. Although they arrive for various reasons, many are here because the district schools recommend them to an alternative school environment. For whatever reason, these schools isolate and eliminate lower performing students and the result is a system that forces these lower performing students into the charter school system and, as a result, our bottom 25% remains a challenge. Therefore, we approach every student from the perspective that foundational skills may be in need of support and remediation. Computer courses are used to address some of the foundational skills our students are lacking

We have established an effective intake system for every new student. Upon enrollment, transcripts are analyzed to determine the students' course and credit history. A detailed Program of Study is written and continuously revised during each student's time at our school. This Program of Study shows what classes are needed and forms the road map toward graduation. The average new student is given two computer classes (for credit recovery) and two traditional classes. Once benchmark testing is completed and, if needs are identified, students are also assigned the appropriate foundational classes.

Certain academic issues are common to many of our incoming students and these deficiencies identify our highest-risk students. When transcripts reveal poor attendance history, poor grades in traditional classes, poor test scores from previous schools, our academic support programs are activated. Once enrolled, we track progress by monitoring the number of lessons (and test scores) students complete daily, as well as with grades in traditional classes. We look for drops in production, identify potential warning signs related to school performance through 45-day screenings, and involve any instructional support (SpEd, Title I, ELL) where appropriate. Additionally, we utilize the information from these assessment tools to seek out appropriate professional development and training opportunities for our teachers and administrators.

In addition to structured programs specifically designed for our Title I, SpEd and ELL students (please refer to those sections for details and data) all instruction is driven by the Arizona College and Career Ready Standards. All students who are at risk (56% of all new students arrived in the lowest 25%)

also participate in strategies designed to help them learn to be effective learners as well. These include the following:

- Skills Building – note-taking, summarizing, reviewing
- Academic foundation classes in math, vocabulary and reading
- Differentiated remediation: one-to-one and in small groups by teachers during prep hours
- Extended learning time, including extra sessions in June and July
- Flex time (additional hours during school day)
- Differentiated practice through alternative and modified computer based instruction

C. IMPROVEMENT

The year-to-year trend in improvement for Math for E-Institute Avondale went from NR in 2012, to 50.7 in 2013, thus meeting the school median SGP for math for the lowest 25% of students. We continue to focus on the lowest 25% of our students by adhering to our school plan of providing the strategies listed previously, along with periodic assessments to measure the success of the efforts.

While E-Institute Avondale received a 25 measure in reading, which does not 'meet the standard' of 34% we developed plans to use the following strategies to insure that our school score improves year over year:

- Daily tutoring, individual and in small groups for basic skill remediation
- Extended learning hours during the day and extra days in June
- Differentiated instruction on reading comprehension in informational and expository reading.
- Oral and personal reading assessment using computer/paper tests and the BRI.

Success in these efforts has been problematic due to the resignation of two successive Language Arts teachers who moved out of state and have been replaced by a series of substitute teachers. The remediation plan, however, remains a strong one and is ready to be fully implemented.

To meet our goal of increasing AIMS scores, the teaching team pays close attention to the concept scores from AIMS student reports, sorting the data to identify each student's strengths and weaknesses and customizing what remediation that will be included in regular instruction. Pretests and interim progress assessments within the computer lessons are examined to measure progress on each concept that was not mastered. Observing growth from year to year by concepts also enables us to evaluate what instructional methods are working or where adjustments are necessary to increase growth. To provide this level of analysis for every student, we make special efforts to get the Student Reports for new enrollees so they can be included in our intervention plans right away.

Compiling multi-year student AIMS results by Strands and Concepts also offers the opportunity to give students real feedback on their progress and is part of our 1-to-1 progress conferences that engage them in the considering their growth. *(Appendix F)*

II. PROFICIENCY

Based on the information provided by the ADE Academic Dashboard, one area marked for improvement is the percent of students earning "Meet" on Math AIMS. The results from the 2013 AIMS indicate that the efforts are yielding some positive results. In Spring, 2013, 8% of students passed math at E-Institute Avondale. By the next testing session (Fall 2013) E-Institute Avondale students improved their passing scores by 15.1 % moving to 23.1%. In addition, the number of students who scored "Far Below" decreased by 22.5% *(Appendix G)***.** Math scores improved due to a heavy emphasis on tutoring in person and with customized computer courses. This program will be continued and expanded so that the passing percentage will continue to rise.

Proficiency in reading scores reflects some progress as well. The percentage of student who scored as "Far Below" decreased from 21.7 " to)% in Fall 2013. The slight decrease in "Meets" (7.5%) is accompanied by a 29.2% increase in the number of students who Approached the standards.

What may not be considered a dramatic improvement for many schools can be a great achievement for the students in our school, particularly since the number of students who enrolled at e-Institute Avondale after being away from schools for between 30 days and one year.

Our supplemental work to help students pass AIMS in addition to regular instruction consisted of small-group tutoring, frequent assessments, and multiple modes of practice on a systematic schedule:
Math - Fall 2012: Three weeks of daily tutoring by External provider, Saturday tutoring by Math teacher
Reading / Writing - Fall 2012: Saturday and prep-time tutoring by English teacher, combined with closely monitored computer-based assignments.
These strategies proved to be successful as a number of students who had did not pass in 2-5 prior attempts scored 'Meets'. Graduating before Dec. 31, 2012 provided substantial motivation to pass AIMS.

Math Spring 2013	In-class skills practice, prep-time tutoring by Math teacher and additional computer-based work assigned by the Title I Math Specialist in basic math fact-building practice and pre-algebra programs
Fall 2013	Title I Math Strategies computer class assigned to every student in bottom 25% of prior year's group and every student who did not pass AIMS who enrolled for this year.

A. PERCENT PASSING

As referenced earlier in this report, the majority of students who enroll have significant skills deficits, a with regards to AIMS results or credits completed either by year or by semester. The Fall 2013 AIMS testing cohorts included a number of students who had been out of school for more than one year and their scores reflected their time away. Even so our goal at E-Institute Avondale is to enable our students to achieve a passing score on their AIMS examination and to complete the required number of credit hours necessary to graduate from high school and to move on to post-secondary education opportunities.

Our AIMS performance is an area of ongoing struggle. Unlike some schools, reading tends to be an area of concern due to the broad range of skills in which our students need intense remediation, followed by Math and Writing. As Math shows our lowest scores, it is the area that we are focusing on for extra effort and instruction this year. The Math AIMS scores for E-Institute Avondale show a positive upward trending from 2012 to 2013 for those who fully participated in the additional assistance that was offered.

Math scores increased from 8% passing to 23.1% passing in Fall 2013, which is a significant increase.

The English and Math teachers also post visual reminders for concepts they teach for reference purposes in classrooms, hallways and the Computer Lab. Independent problem solving, as opposed to relying on a teacher for answers, is an important learning-skill that these students must develop to be successful

Additional strategies will be designed, implemented, and measured as highly qualified teachers are hired. The e-Institute Avondale goal is to increase the percent of students moving from "Approaches" to "Meets" as well as maintaining the record of 0% in 'falls far below."

SUBROUP ELL

1. Evaluation and Assessment of ELL

From the time of enrollment, when parents and legal-age students complete their enrollment documentation, administrative assistants and principals are trained to properly identify students with ELL academic backgrounds. Specializing in an individualized education strategy for every student that enrolls with us, proper diagnosis of ELL students will help us to prepare their program of study. We also provide instructors with any pertinent information that may assist within the traditional classrooms, utilizing any academic background information available at that time *(Appendix H).*

There are many examples of ELL academic strategies that are implemented at the E-Institute Avondale campus. Our English teachers use periodic formative assessments to document progress and maintain momentum. Teachers assess an ELL student to determine where their skill levels are low, intermediate, or somewhere in-between. Essentially they evaluate whether the student has the ability to comprehend grade-level text as delivered in English-based formats. From there, students work within their current skill-level to acquire more critical-learning skills, such as identification, analysis, summarization, ability to decode content vocabulary, use of context clues, etc. There is also an emphasis placed on applying these conventions into his or her communications and their ability to use English in relevant context. Within the traditional classroom, no strategy is off the table and any academic approach is supported, if it delivers positive achievement results.

Also critical to the success of our ELL population is finding ways to overcome hurdles in the computer lab environment. Our school provides a hybrid structure in which students take courses in both the traditional classroom and the computer lab. To overcome any potential weakness for the ELL student in the lab curriculum, we have found that printing notes, additional study materials and slideshows are extremely helpful and supportive for students that need to reflect back during assessments and tests. This strategy is also helpful with our significantly larger SPED population. The self-paced nature of the

classes is very accommodating and motivating for our ELL students, as they do not feel left behind and can progress at a pace that ensures comprehension. We also provide supplemental resources and tools for an ELL student in the computer lab to help with difficult concepts and vocabulary, in addition to working with these students one-on-one.

1. Assessment and Achievement

ELL students are closely monitored and their progress often assessed. With such a small number of students, the key data to determining and interpreting their progress is that they continue to pass their traditional courses and complete the minimum number of required credits per trimester (two credits). Additionally, specific ELL testing is provided periodically if a student isn't making ongoing progress, and further assessment of their academic plan along with evaluation of the student's effort, work ethic, and other strategies are used to ensure future success. Ultimately, every student and every situation is different. E-Institute Avondale employs any measures and strategies that will prove useful to ensure student success while recognizing that understanding diversity is critical.

2 b. PROFICIENCY SUBGROUP FRL

e-Institute Avondale has a high mobility rate as well as a transient population. Even in this highly transient community, E-Institute Avondale's Free/Reduced Lunch rate of 57% remains relatively consistent throughout the school year. As a Title I – Targeted Assistance District, we have identified Math is the area of focus for improvement.

Identification and placement

Newly enrolled students take a Math Entrance Evaluation Test (MEET) to evaluate possible inclusion the targeted assistance program (Title 1). Students who scored FFB/APP on the previous AIMS are enrolled in computer based math courses to improve proficiency in Algebra 1 and Geometry. Finally, additional students may be recommended for Title I Targeted Assistance by a math teacher, principal or parent request.

Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) or identified by the MEET are enrolled in one of three programs:

- Students who fail Part I of MEET are enrolled in an online course at www.xtramath.org. This skill drill-based program in basic math foundations is usually completed within 4 to 6 weeks. . The time in this program is generally 4-6 weeks. Then students use Catch-up Math's auto-enroll portion of the online computer math program: www.catchupmath.com. This program tests math competency and place students in one of five math courses (Essentials, Pre-Algebra, Algebra I, Geometry, and Algebra II).
- Students who fail only Part II of MEET are placed directly into Catch-up Math's Pre-Algebra program. When deemed proficient, students are are assigned into either the next traditional math class or computer-based math course. Regular and systematic evaluations and extra practice as necessary ensure that AIMS success will be achieved.
- Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) are enrolled in a computer-based course that follows Arizona's Common Core High School Mathematics

Conceptual Categories. Students enrolled, as needing this 'targeted assistance' will be closely monitored via ongoing competency testing in order to ensure success on the AIMS test. While E-Institute Avondale has not been rated in this area in previous years it is important to note that we have been diligently working to assist students in improving their math scores.

- The graphs of *Appendix I* show that students who participated in the targeted math assistance program realized improvement in their AIMS scores. We are continuing to utilize this type of targeted assistance in order to insure that our students increase their math skills to pass the AIMS math test and continue success in higher math classes.

D. SUBGROUP SPED

Overview

For each eligible student, the ***e-Institute*** High Schools (the schools) provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the IDEA, deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program.

1. Student Growth and Improvement

The principal objectives of our special education program are simple: 1) to help the student achieve their potential functionally, behaviorally, and academically, and 2) to help the student graduate from high school. The special education student's improvement plan, including identification of his or her functional and behavioral as well as academic strengths and weaknesses as well at the most recent improvement strategy agreed to by the school, the parent, and the student is formalized in the student's IEP, which is reviewed and amended, as needed, annually. In order to facilitate student improvement, we establish benchmarks for current performance. For the special education student, we may identify benchmarks and goals for student attendance, school behavior, academic skills level, progress toward graduation, and/or achievement on state-mandated tests. For either the returning or newly enrolled student, the Program of Study (POS), which is a summary of classes completed, AIMS test scores, classes to be scheduled, and the proposed classroom setting for each class, and becomes the "road map" for graduation.

For the returning student, the process of benchmarking is continued when we review the IEP in addition to the report cards and IEP progress reports from the previous school year.

- Following our review of this data, we are able to either confirm or adjust the benchmarks, which were established when the IEP was written.
- After this review of benchmarks, we are able to propose adjustments to accommodations, modifications, goals, classroom setting, and services, which may be needed in order to either help the student maintain their current attendance pattern, academic skills, school behavior, and level of performance on state-mandated tests as well as the current pace of their progress toward graduation or to help the student achieve improvement in one or more of these areas *(Appendix J*).

- In order to complete the review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.
- In addition, we obtain an updated TABE academic assessment as well updates of the student's Self-evaluation and Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune our proposal for adjustments to the student's special education Program of Study for the new school year. Minor adjustments to the accommodations, modifications, services, or related services, documented in the current IEP, will be implemented immediately. Prior to initiating major adjustments, new services, or new related services, a parent meeting will be conducted, at which either an IEP Addendum or a new IEP will be documented.

For the newly enrolled student, the process of benchmarking can begin:

- We review the student's incoming transcript to develop a tentative Program of Study;
- We are unable to identify accommodations, modifications, or services that may be needed for specific classes or in specific classroom settings until we receive the student's IEP and Evaluation report from his or her previous school. These documents provide the initial benchmarking of the student's functional, behavioral, or academic strengths and weaknesses as well as the most recent improvement strategy, which was agreed to by the school, the parent, and the student.
- After reviewing the IEP and Evaluation, we are able to propose accommodations, modifications, goals, and services that we believe will be appropriate for the student.
- At this point, we are able to document the parameters of initial placement at our school, as an IEP Addendum, which is provided to the parent or the adult student.
- In order to complete our review, a student interview is conducted. During this interview, the Program of Study is reviewed with the student, student questions are answered, and student concerns are noted for follow up.
- In addition, we obtain a TABE academic assessment as well as student responses to a Self-evaluation, a Typology assessment, and a Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune the student's special education program for the current school year.

Following the creation of either an IEP Addendum or a new IEP for the returning student or an EP Addendum for the new student, a digital copy of the document is made available to the school administrator and the teaching staff for reference. After the program is initiated or updated, class assignments must be approved by the special education staff, and the staff will begin to provide consultation support for the teachers in order to identify individualized accommodation or modification that may be needed in order for the student to be successful in their classrooms.

The special education staff will, also, begin to identify specialized instructional support, including access to computer-based intervention or text-based, modified curriculum, or behavioral support, including a functional behavioral analysis and a behavior intervention plan, which may be needed in order to facilitate growth in academic skills, school attendance, or school behavior. In addition, the special education staff will begin to identify tutoring support, including help with assignments or preparation for

state-mandated testing, which may be needed in order to facilitate improvement in classroom performance as well as performance AIMS testing sessions. Lastly, the special education staff will begin working directly with the student in order to identify the study skills support, including help scheduling class work, scheduling and completing make up work, or providing one-on-one test administration, which may be needed in order to facilitate improvement in classroom productivity and progress toward graduation.

2. Assessment and Achievement

After special education services are initiated, student attendance, work habits, and communication with teaching staff are the factors that have proven to be essential to student success. Frankly, if the special education student comes to school the support being provided by the general education staff and the special education staff, will ensure that they will graduate. If the student does not come to school or comes to school, but refuses to complete class work, he or she is beyond help, and will fail.

Student attendance is monitored weekly, and student performance in the direct-instruction classroom as was in the self-paced computer lab, is monitored at three-intervals as well as at the end of the twelve-week grading block. While consultation with teachers occurs, at least, monthly, if an issue in student attendance is noted during weekly monitoring or if a teacher identifies a concern or issue regarding student behavior or academics, a student and/or parent consultation is conducted. It is likely that, following the consultation, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related will be initiated. Depending upon the severity of the issue or concern identified, an IEP Addendum or a new IEP may be initiated. At the end of each grading period, the student's report card as well as an IEP Progress Report is provided to the parent or the adult student. Prior to classes being scheduled for the next block, appropriate updates and adjustments are made to the student's POS then the POS, report card, and IEP Progress Report are reviewed with the student. Following this review, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related services may be initiated. If significant changes in the program appear to be needed, the parent, student, school administrator, and appropriate school staff members, will conduct an IEP review, during which either an IEP Addendum or a new IEP will be initiated.

During any given school year, benchmarking, initiating, monitoring, reviewing, modifying, and reporting occur hundreds of times as we attempt to support the students who pass through our special education program. Although we cannot guarantee their graduation, we can ensure that each student is provided the opportunity to succeed.

III. STATE ACCOUNTABILITY

In 2013 E-Institute Avondale received a "D-ALT" rating. During the following year we have implemented steps to improve performance by focusing on the following:

- Attendance. Those students who were absent were called and encouraged them to return quickly so as not to lose time thus putting them behind. However, this continues to be a challenge.
- Course completion and adherence to meeting educational standards in the classroom and computer lab. We used a "ticket out" approach in the classroom and computer lab where students had to show their work produced in order to be dismissed from class *(Appendix E).*

- Insuring that those students who were struggling in the learning environment were quickly identified and accommodations were made to insure their success. The additional work provided to them was used as an accountability tool to insure that they demonstrate adequate growth.

IV. GRADUATION

While the E-Institute Avondale Graduation Rate has not been rated due to small numbers (10% graduate each year, we continue to hold the goal of graduating and life after high school out to our students every day. Our focus this year is holding regular individual conferences and "check-backs" to monitor each academic plan for courses needed and designing pacing guides to achieve the goal.

a. <u>Increasing Graduation Rate</u>

Our graduation rate is a key indicator of our success as an institution. Our graduation rates continue to hold steady or improve because we focus on students individually to ensure that they are successfully completing the course of study required for graduation.

These efforts include:

- An individual program of study for each student that
    1. Set pace for completing classes
    2. Encourage attendance
    3. Add extra hours to the school day if needed
- Additional learning opportunities
    1. Additional hours of instruction or tutoring
    2. Additional sessions in June and July if necessary
    3. Modification of lessons for sub groups if needed
    4. Printed notes (if needed)
- Assigning credit recovery classes when appropriate
- Emphasis on effective use of the Education Career Action Plan tasks to be completed:
    1. AZCIS program is initiated when the student starts school; students work with teachers to explore the system and follow the work set for each year of high school
    2. Students are guided through exploratory tests to find ideas for future careers
    3. They explore colleges or vocational schools that fit their interests; the school invites a series of guest speakers to speak on school options and careers
    4. Teachers guide students to fill out college admissions forms and FAFSA forms as part of the regular Financial Planning course work
- Students are encouraged take classes at community college through the dual-enrollment program
- Staff support: Each student works with a member of the staff.

  Teacher, Principal, and other adults who maintain good communication with the student, monitor progress provide encouragement and ensure student maintains the pace for graduation.
- Involving parents by frequent contacts. In addition, academic and attendance contracts with students will be created, rigorously implemented, and followed not only to support the students but also to ultimately point the student towards graduation.

- Every student is encouraged to bring a parent to attend training to complete a FAFSA (Federal Student Loan or Grant eligibility determination) to open the door to post-secondary education or training programs by learning if they could qualify for funding assistance.

b. <u>Academic Persistence</u>

Student retention and persistence are unavoidable challenges for nearly all alternative schools, though at e-Institute Charter High Schools we constantly strive to overcome the obstacles of student transfers, withdrawals, and drop-outs. The charter school movement has led to a wide range of choices for students and families, and in order to retain students, E-Institute Avondale must stay competitive by offering a program and product that is designed to meet the needs of students, as well as, offering an alternative to both the traditional, classroom-centered district as well as to modern online education options that are becoming more widely available. E-Institute Avondale has achieved an Academic Persistence Rating of 100. This is significant and demonstrates our commitment to helping our students achieve the ultimate goal of staying in school and graduating from high school *(Appendix K).*

"Academic Persistence" success is due to a number of features of our programs that set us apart from other similar institutions.

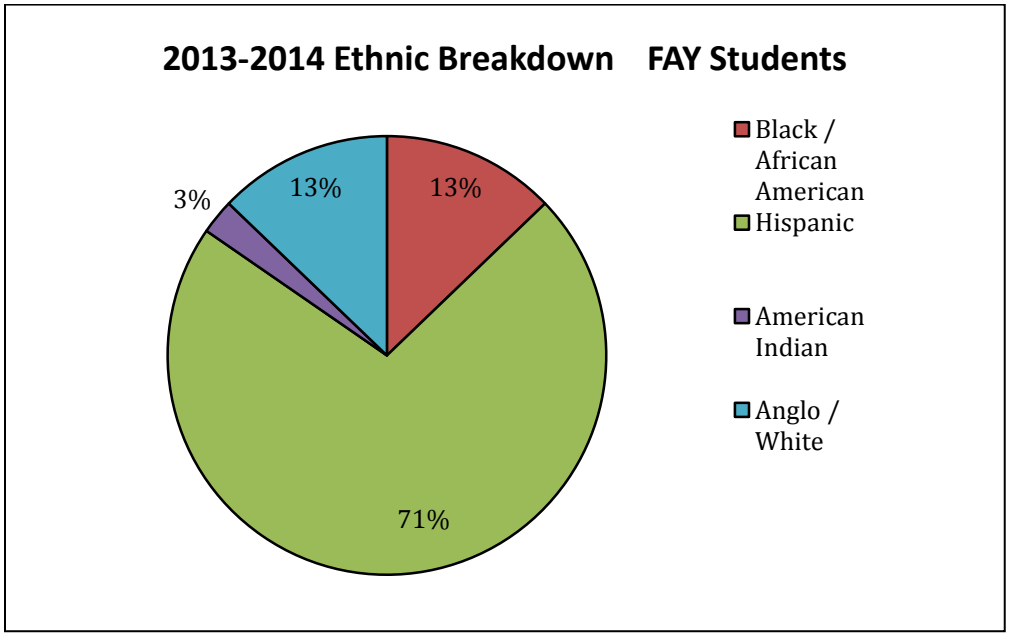
- Self-paced programs and classes – all students learn at different speeds, our programs allow students to complete lessons and classes in a manner that best suits their learning and life styles, including options for acceleration or extension of classes, allowing students a wide variety of options in such areas as credit recovery and early graduation.
- Individualized programs of study - All E-Institute students are assigned to classes based on individual's needs, determined by previous transcripts, state and district testing data, and student feedback. A mix of direct instruction classes and computer-based coursework allows students options in completing their coursework in the most efficient method possible.
- Flexible scheduling – all E-Institute campuses offer students a choice between morning and afternoon classes, with select campuses also offering evening classes. Other educational institutions offer less flexibility for students, who often live busy lives outside of the school setting, including jobs, hobbies and families. This flexibility allows students who might otherwise withdraw or transfer to make changes to their class schedules, leading to high levels of academic persistence. In addition to a choice of sessions, E-Institute also offers a 'Flex Program," which allows students to make-up hours of absence, as well as options for summer enrollment such as an extension track and an early start program in the months of June and July.
- Open enrollment – Students are not constrained by a block or semester schedule, but are able to start earning the appropriate credits through computer-based classes without delay. Students who enroll typically begin classes the same day.
- Small class size – One of the most common reasons that our administrators hear for students and families seeking out an alternative education is class size. Parents and students often cite chaos, drama, and lack of one-on-one attention as reasons for dissatisfaction with traditional educational. Utilizing low student to teacher ratios, e-Institute provides a product that meets the demands of the market.
- Long/short-term planning and student counseling – A benefit of our computer classes is that students are aware of the course content at the beginning of the class and can use that available

information to plan their future in both the short and long-term. Students meet regularly with administrators and instructional staff to determine their educational goals and synthesize both long and short-term plans, including which classes they will need to complete in which blocks, as well as how many lessons they will needs to complete per day in order to meet their goals.

- Parent contacts – A strong student support system in the home is often key to student success and persistence and we involve parents in the educational process as often as possible. E-Institute ensures that students are invested and held accountable for their choices. E-Institute strives to foster a strong relationship with important educational stakeholders by the use of daily attendance calls (School Reach), as well as ongoing conferences and contacts by administration and instructional staff.
- Minimum requirements – not all students in the educational setting are college-bound; many students view high school as simply an obstacle they must overcome before beginning their real lives. By offering student the state minimums in attendance and number of credits required to graduation, e-Institute appeals to students who are attempting to complete their programs as quickly and with as few extraneous distractions as possible.
- "Last Chance" Program – As an alternative program, the fact remains that many students come to e-Institute having exhausted choices at other educational institutions. Because of our open enrollment policies, we accept all students regardless of their educational and behavioral histories. It is often true that E-Institute is one of the last programs available to students. It could be said that we often help students that have few or no other options for education due to test scores, behavioral histories, number of credits, or age.

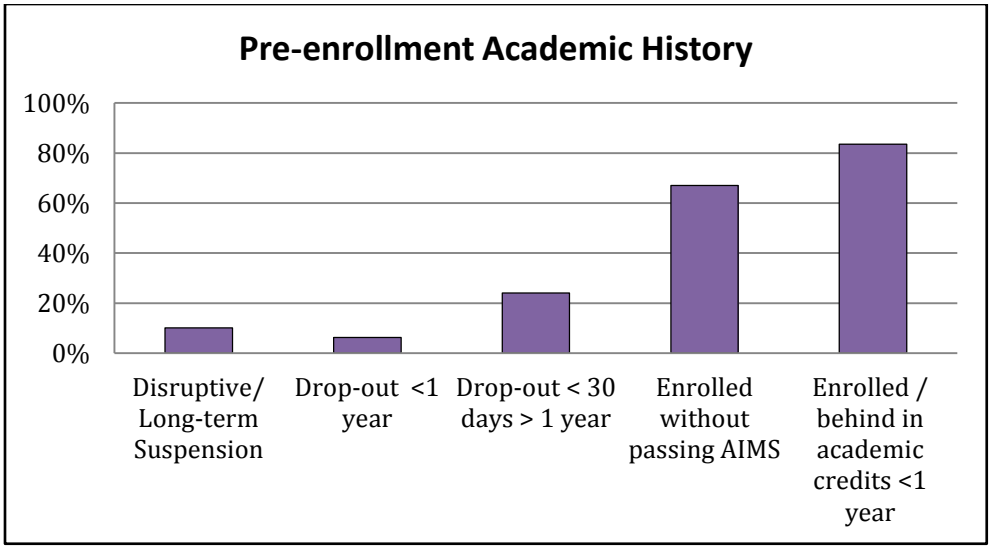
Appendix A

Ethnic Breakdown 2013 – 2014 FAY Students E-Institute Avondale

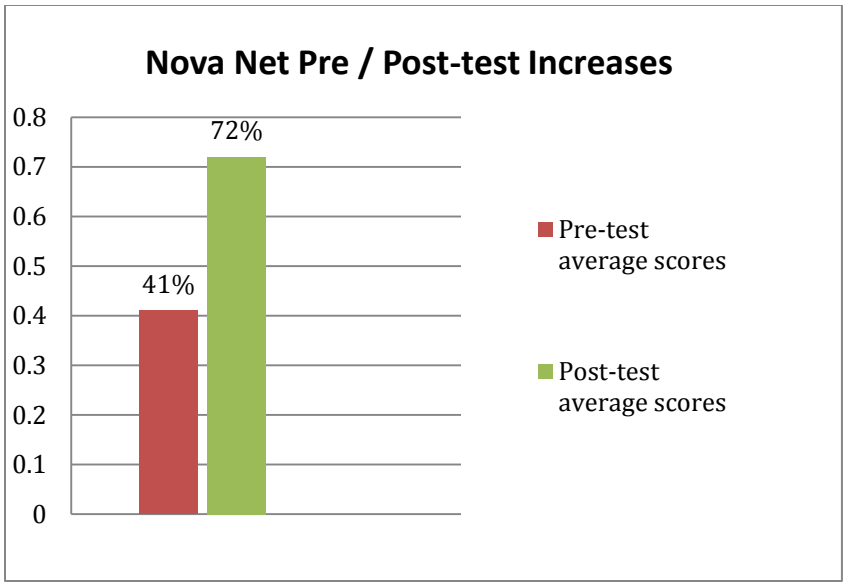


Appendix B Academic History from previous schools E-Institute Avondale

(Most students fit multiple categories)



Appendix C **GALILEO**



Appendix D– Professional Development Calendar

2012– 2013
Aug 14- 16 - Whole staff (Teachers /Administrators) Training: Special Education Rules/ Procedures**;**
AZCIS / ECAP – implementation for all High School students
Leading Observation Instrument training (Evaluations) - MCESA
Use of Nova Net Computer-based instruction and assessment systems
Sept. 5,6. 11,12,13 – REIL Qualified Evaluator Training for Administrators - MCESA
Sept 12 - Professional Development – MCESA
Oct 5 - Creating Effective Lesson Plans - MCESA
Oct. 11 – REIL Leading Observation Instrument Overview
Individual Training
Oct. 30 – 31 CCSS Phase 1 – MCESA - Mr. Hogan
Nov. 13-14 English Language Arts Phase 1 - Mrs. Acosta
Nov. 14 – 15 Common Core Math for Teachers – MCESA Mr. Hogan
Dec. 4 – 5 CCSS Phase 2 – MCESA Mr. Hogan
Jan – April, 2013 STEM in the Middle Mr. Hogan
May Writing from Sources in the Secondary Classroom ADE WebinHour Mrs. Acosta, Ms Dowd
June Close Reading Routine ADE WebinHour Mrs. Acosta, Ms.Dowd
Staff Meeting / Training 2012 - 13
Sept. Expectations, Assignments, Lesson Plans
Oct AIMS Tutoring Planning – identify targeted students, paperwork, scheduling
Nov. Review credit completion plans for Dec. graduates; end of block details
Dec. Alternative School Application; what it will mean, help with data collection
Jan. Coordinating Discipline & Procedures for new students
Feb. Site Day – work on SIP, goal setting; train for next AIMS; end of block details – revise grading procedures
Mar. Prep for Math AIMS, target students for intensive tutoring
April 18 Celebrate AIMS over! Instruction, discipline and procedures for rest of year; prep Credit completion plans for June graduates
May School Site day – prepare end of block records, plan end of year procedures, final assessments, data collection needs,

"June School" and Block1 – July plans; identify students invited (encouraged) to each

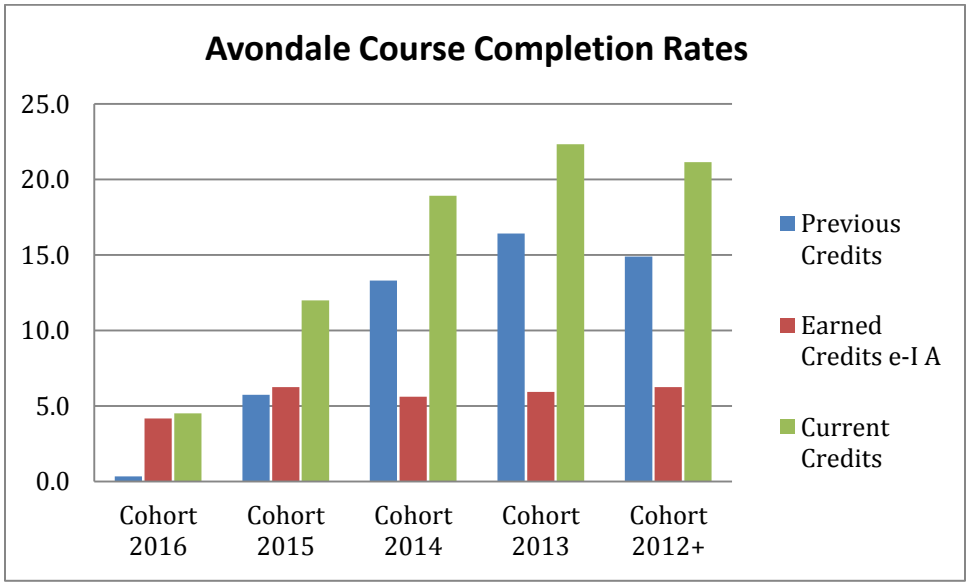
2013 – 2014
Aug Teachers meet with Principal: lesson plans, discipline expectations, assignments, scheduling
Whole staff training (teachers and administrators)
Special Education Procedures, 45-day screenings, lesson modifications for inclusion; Nova Net training
Aug. Teachers work on campus - curriculum, lesson plans, etc. Ms Dowd presents ECAP procedures and schedule to help students complete on schedule
Oct. 11 District-wide ELL Training; SIOP lesson plans; McKinney-Vento student rights training for all teachers; guest speaker - Homeless Youth Connections resources
Nov. 8 Site Day: complete report cards, make parent contacts, team reviews student performance; plan extra tutoring; develop Block 3 plans;
LLP training –ELL lesson plans, required times and types of modifications and practice; she will help incorporating ideas into Block plans
Feb. 14 Staff Development Day: work on campus, prepare report cards, review student performance data; make parent contacts, develop Block 4 plans
Staff Meeting / Training
Aug. Meet with ELL Coordinator: discuss students, ILLPs, inspect lesson modifications
Sept Discuss Math Strategies implementation, needed schedule changes
Sept Discuss Galileo Math results, plan action steps for improvement
Sept. Discuss first Progress Report procedures, collecting grades
Oct. AIMS Training for all staff members; schedule, coverage,
Nov. Debrief testing; plan next session, end of block grading & student performance review
Dec. Staff Luncheon – Celebration and thanks
Jan. 1 Review Fall AIMS results; teachers disaggregate data by subject and create plans for intervention
Feb. AIMS Training for all staff members; end of block preparations; plan "100% tested" campaign;
Feb. end of block grading & student performance review
Mar. plan additional targeted interventions for recently enrolled students who will take AIMS
Apr AIMS Training- all staff members; scheduling, "100 % tested" campaign
Apr Mid-block progress reports – review student work; design modifications to help all students complete classes by the end of the block
May Final student work; plans for post-testing and reporting progress; identify students invited to June School and Block 1/July
June School year wrap-up, Schedule summer curriculum work (volunteer) and Celebrate!

Continuing Education for Title I Staff & Teachers:

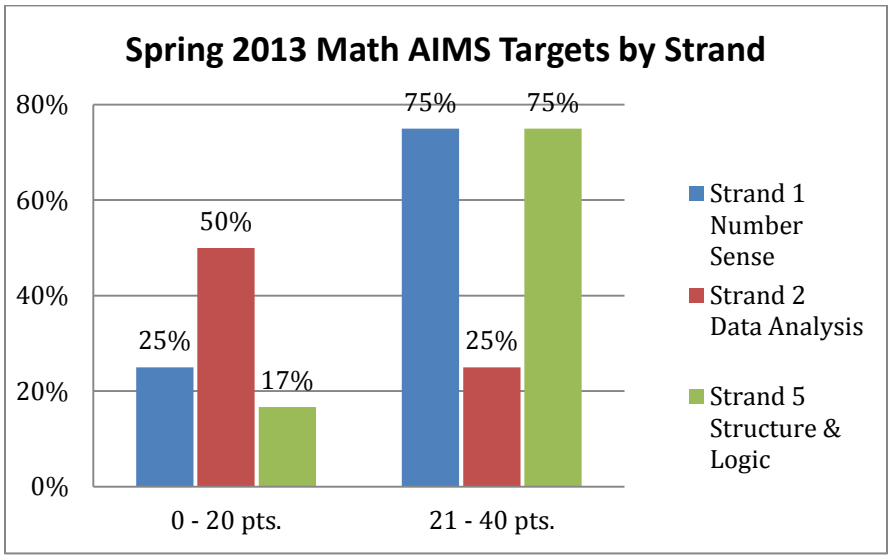
- ADE Educators Evaluating Quality Instruction Products (EQUIP Rubric) – Mathematics 2013
- ACCS Mathematics Phase 1: Math for Leaders – MCESA 2013
- ACCS Mathematics Phase 2: Formative Assessment Development – MCESA 2013
- Arizona Common Core Standards – Mathematics Leadership Institute (TOT) – MCESA

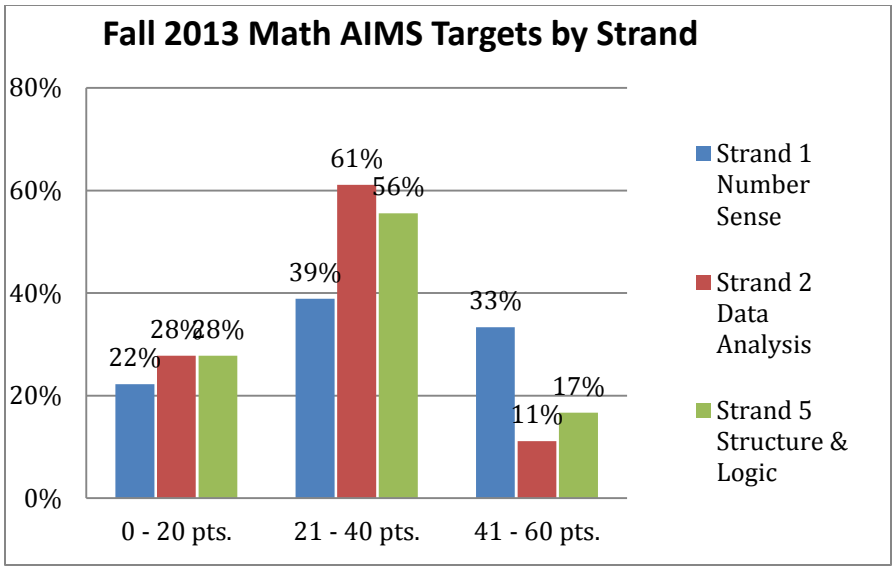
National Council for Teachers of Mathematics (NCTM) 2011

Appendix E – Course Completion Rates



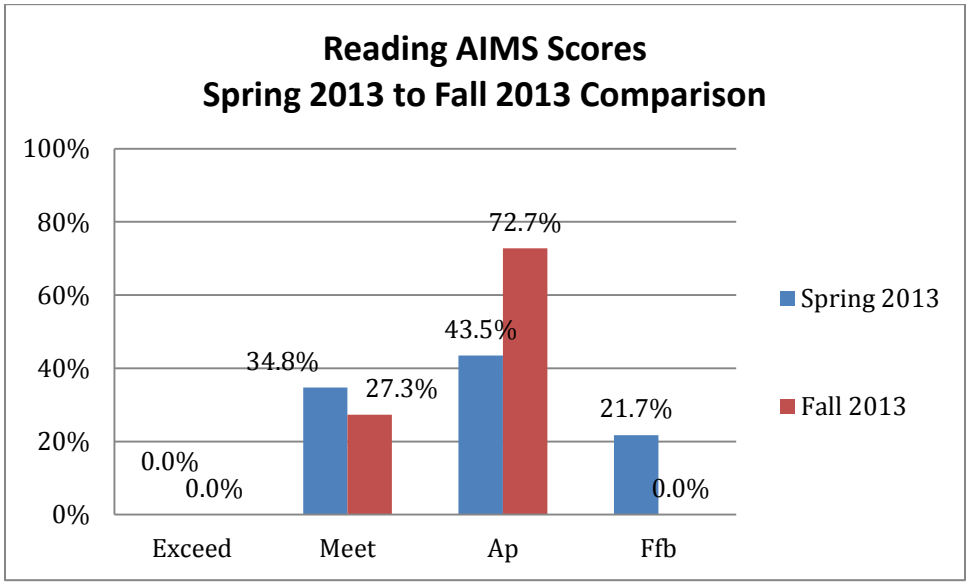
Appendix F - Math AIMS Targets by Strands Spring vs Fall

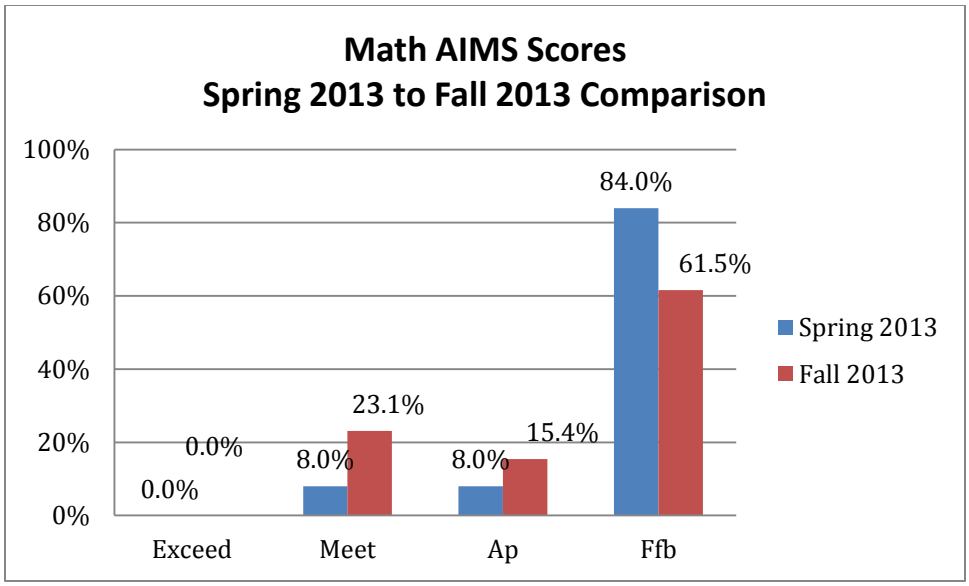




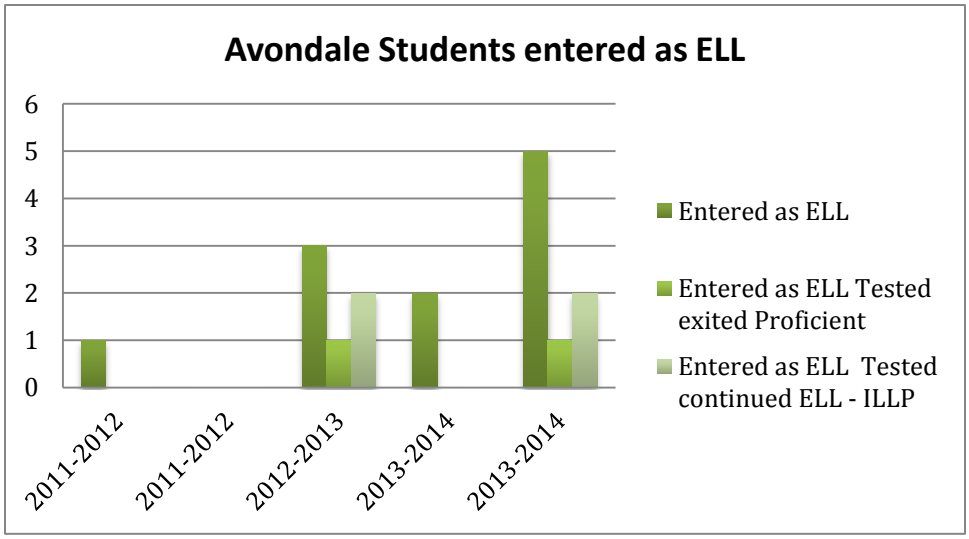
PROFICIENCY

Appendix G - AIMS Reading & Math Spring to Fall Score Comparison

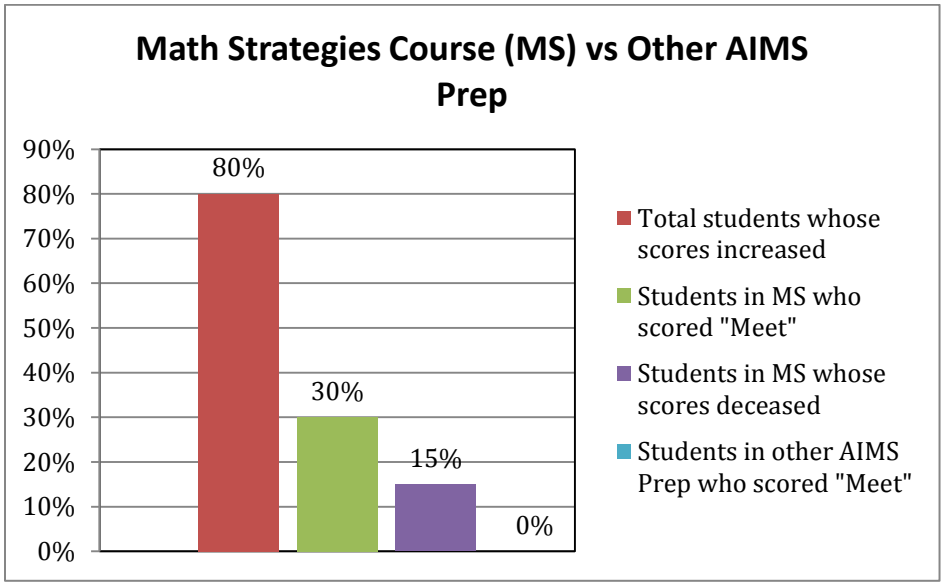




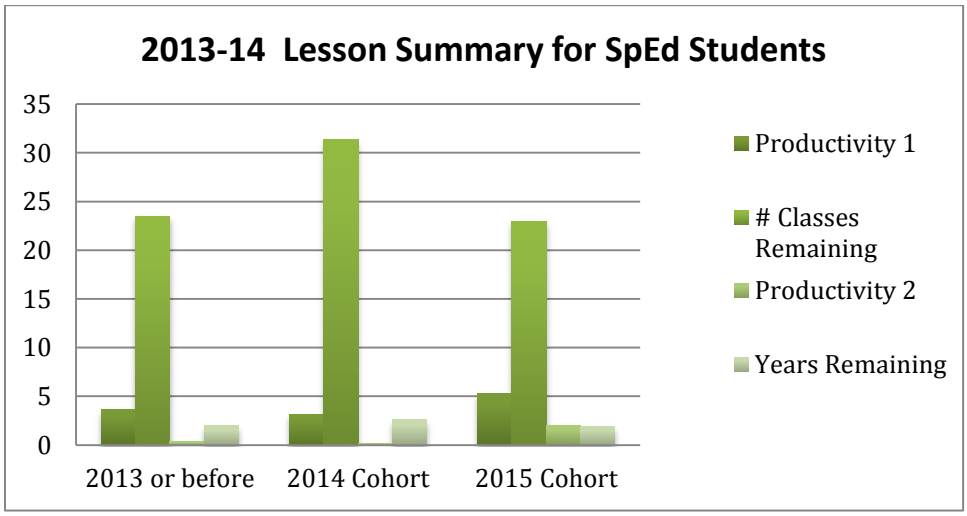
Appendix H English Language Learner Data

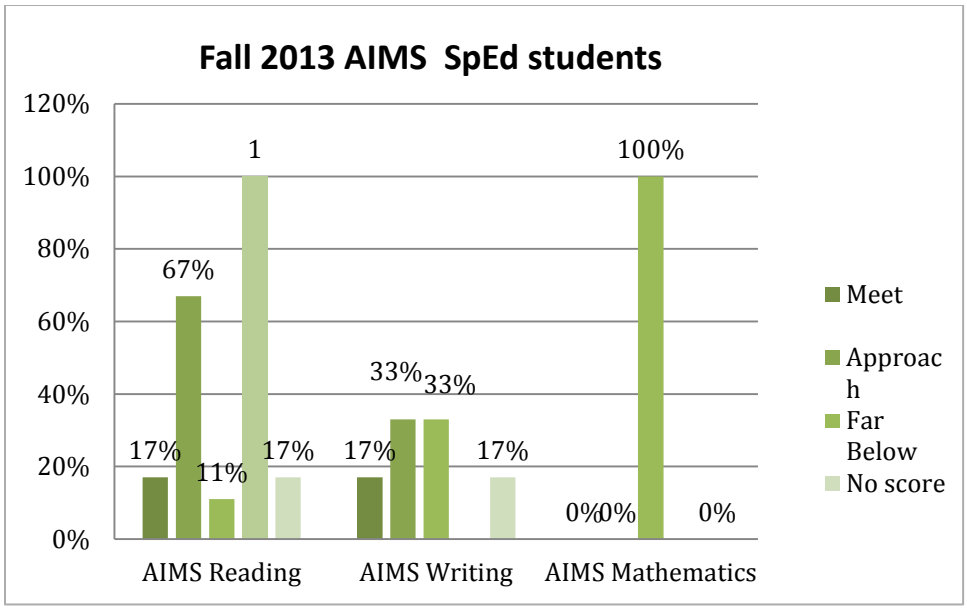


Appendix I Percent Passing in Math using Math Strategies Course

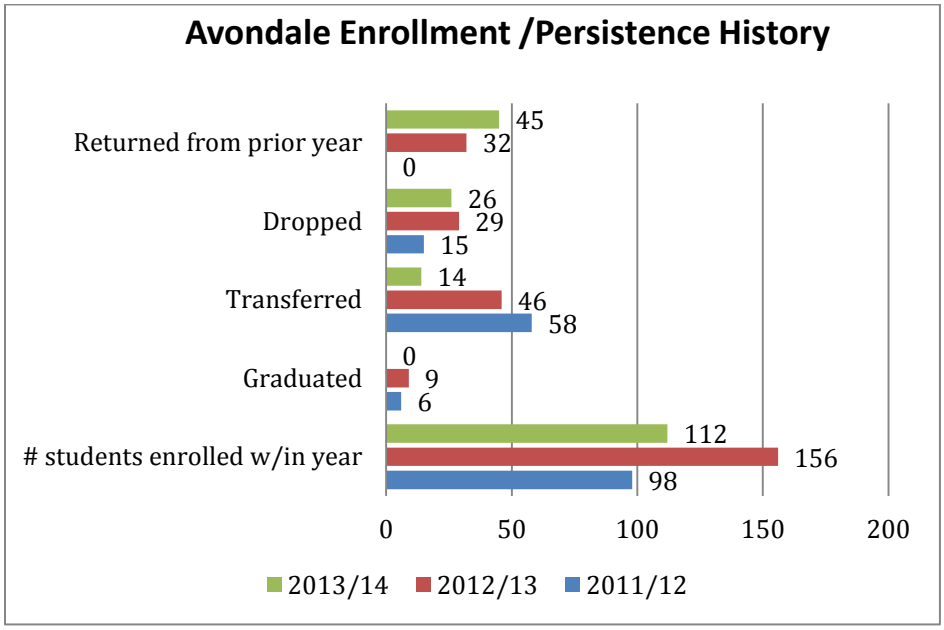


2c. Appendix J Subgroup SpEd





4 b.Appendix K Academic Persistence



DEMONSTRATION OF SUFFICIENT PROGRESS (DSP) – *e-Institute Buckeye*

INTRODUCTION:

E-Institute Buckeye is a small alternative charter high school located in the far west valley. ***E-Institute Buckeye*** serves a broad spectrum of the community with two thirds of the student population (67%) comprised of Hispanic students, twenty six percent (26%) White and seven percent (7%) Black. This demographic presents many challenges to the educational environment. Many students come from poor socio-economic backgrounds with limited support from parents or guardians in completing their high school education or encouragement to go beyond high school to college. Many will be the first person in their family to receive a high school diploma.

When we review the data reflected on the information provided by the Department of Education relating to the Academic Performance for past fiscal year, it is evident that ***e-Institute Buckeye*** made dramatic improvement in 2013 as it moved from a D-rated alternative school in 2012 to a B-rated alternative school in 2013. Much of this positive trend can be attributed to the following factors:

a. A heavy emphasis was placed on insuring successful passing scores on AIMS. Some of the processes that we used were:

    Daily tutoring

    One on one tutoring

    Extended learning

    Saturday tutoring

b. Measured assessments to identify deficits in learning with specific remediation applied.
c. Emphasis in direct instruction was placed on moving from recall and recognition of material to analysis and synthesis of information.

The metrics for ***e-Institute Buckeye*** for the 2012 academic year were, to say the least, sub par, as the overall rating of 42.86 was very close to 'falling far below standard.' However, we were encouraged by the progress we made by the end of the following academic year (2013) with the overall rating of 72.5, which exceeded the score of previous year by almost 30 points. This is a positive, upward trend of 88% and firmly planted ***e-Institute Buckeye*** in the overall category of 'meeting standard.'

Curriculum

E-Institute Buckeye is a hybrid school offering instruction through a combination of traditional classes and computer based learning. The curriculum for this blended model varies between classroom instruction and computer labs. Our traditional classes follow a curriculum that follows the College and Career Readiness Standards as adopted by the State of Arizona. Curriculum and pacing guides were developed and are updated by a district curriculum committee with representatives from all campuses.

Our teachers are responsible for implementing our traditional curriculum in the classroom. They are required to use our curriculum and pacing guides when developing lesson plans and presenting classroom activities. Lesson plans are reviewed by individual principals and are compared by teachers in district wide department meetings. District wide departmental meetings are held throughout the year and allow teachers to collaborate and compare ideas about implementation of the curriculum and to review what works and what may need refinement to benefit student growth.

Our Computer based curriculum is designed as credit recovery, which is essential for our alternative status. Our computer-based curriculum is flexible in that we can assess and evaluate our student's performance based on skill levels and previous academic success. The content of language arts and math computer classes is adjusted for areas where students need more repetition to increase their speed and accuracy. These computer classes not only allow teachers to modify/individualize practice according to each student's needs, but also provides instant analysis of class-and school wide results at multiple stages to pin point specific performance indicators that require extra attention.

Our computer based instructional programs are selected by committee after an initial pilot program. The pilot program allows us to assess student growth, credit recovery, implementation, and any technological issues that may arise. If the pilot program is successful, the computer based learning program may be rolled out to all the campuses.

Our computer-based instruction is assessed throughout the school year. Our computer labs are always staffed by a highly qualified teacher who is present to answer questions and facilitate instruction.

This system ensures sustainability from year to year despite any potential changes in personnel or staffing.

Instructional Approach

Once instructors are provided the appropriate curriculum and pacing guides and resources, we implement a number of strategies to determine instructional effectiveness and student growth. These tools include: classroom observations and walkthroughs, teacher evaluations, professional development opportunities in the areas of content, classroom management strategies, teaching strategies, lesson planning, technology integration and special education techniques, department meetings and mentoring programs.

Currently, we use Galileo, classroom pre and post testing, as well as AIMS testing results to formulate our instructional practices. The Galileo, classroom testing and AIMS results help teachers identify student needs and areas of emphasis in instructional content. Teachers, together with administrators, compile the data and determine in which areas the individual student is deficient. After analysis, strands and areas of weakness are identified and those areas are reemphasized during classroom instruction. In addition, foundational needs are identified and computer based instruction is used to fill in gaps in student skills. We also provide additional instructional time (flex time and extra hours) as well as individual student tutoring where needed.

All direct instruction class lesson plans and teaching strategies are submitted, reviewed and revised as necessary. Monitoring and assessment occurs through McEsa evaluations, classroom observations and documented walk-throughs during direct instruction and computer lab sessions. These are conducted on a monthly basis and the person conducting the walkthrough or observation provides rapid feedback so that the instructor can quickly implement changes in technique or content where required.

Recognizing ***e-Institute*** High School's practice of blending traditional classes with computer-based instruction, we are making a consistent effort to strengthen our technology instruction. We have implemented and are using a variety of computer-based instruction programs. This provides us the ability to offer additional types of individualized instruction.

Professional Development

At ***E-Institute Buckeye*** we recognize the importance of professional development for both our teachers and our administrators. Much of the available research indicates that one of the most effective factors influencing student achievement is having knowledgeable and enthusiastic teachers in the classroom. At ***E-Institute Buckeye*** we continue to revamp and upgrade our professional development program in light of this premise.

Beginning with the 2011-2012 school year, we began to develop and put into practice a professional development system that now focuses on achieving student learning goals and supporting student learning needs. This professional development system is intended to be a

collaborative effort with teachers and administrators working together in developing and implementing the plan. We utilize school-based, job-embedded, and outsourced professional development opportunities with the goal of supporting the needs of all staff, both teachers and administrators, in providing differentiated training opportunities.

In developing and identifying the professional training opportunities, we look to support the vision, mission, and goals of the ***e-Institute*** campuses and ***Learning Matters Educational Group***. As part of the development process, the plan undergoes annual evaluations based upon student achievement and staff needs. However, given that we are a small district, we have the ability to react quickly to issues that are brought to our attention during the school year. Therefore, in addition to the annual evaluations, we can and do make changes to our training with each block as needed.

Our professional development system begins in August with start of the school year. At that time, our teachers and administrators meet to discuss and plan professional development strategies for the coming year. Administrators and teachers collaborate to identify specific opportunities and needs for the coming year. At this time, initial plans are outlined on a professional development calendar. This calendar is utilized and revised throughout the year. Administrators bring newfound opportunities to the attention of the instructors. Instructors are encouraged to identify training opportunities that have relevance and interest to them.

We monitor instruction closely by walk throughs and observations on a no-notice basis throughout the school year. In addition, teachers are evaluated twice during the school year through formal McEsa evaluations. Teachers identified as needing remediation in math or language arts strategies receive additional training. Our teachers also observe their colleagues who demonstrate strong teaching skills in the classroom through a mentoring system. Teachers and administrators continue to meet on scheduled district-wide professional development days to participate in growth activities.

Like our teachers and our schools, our professional development system is ongoing, collaborative and sustainable. As new teachers come on board, they are integrated into the professional development system within our campuses.

I. GROWTH

A. STUDENT GROWTH

The data shows that our students are more successful at our school than at previous schools. ***E-institute Buckeye*** implements and utilizes standard testing instruments in order to accurately assess our student-base, and as a means to guide instruction. For example, ***e-Institute Buckeye*** utilizes the Galileo instrument for assessment purposes. Galileo is a relatively new assessment tool in our district. Data only goes back about one year at this time. For purposes of instruction, we have utilized the Galileo Instructor Effectiveness tests to assess our teacher's instructional performance. The data from our Galileo tests is attached as (Appendix A).

Other data that we use to measure student growth and instructor effectiveness is AIMS scores (Appendix B) classroom-benchmarking, progress through performance (Appendix D) State Report Card (Appendix C).

Galileo has shown itself as a valuable measuring instrument as reflected in the math scores for 9th and 10th graders where there is growth and improvement with students approaching 'close' to standard scores in both pre and post tests. There are many other factors and various data tools that we also utilize to demonstrate growth on an individualized basis. Another major factor that we incorporate in our assessment of student growth is the analysis of the specific student population that comprises the foundation of our schools' demographics. This is another critical component that delivers useful information and data that provides insight and direction towards educating our students. The purpose for data is to drive instruction and facilitate student growth. (please refer to sections on curriculum and instruction.)

While ***e-institute Buckeye*** is not rated for the 2012 and 2013 academic years, consideration must be given towards the analysis of where our students started and what academic level they were prepared for upon initial enrollment. Unfortunately, many students we service arrive lacking basic academic foundational skills and are deficient in some of the most basic of skills. We consistently find previous issues of poor academic performance, violations of attendance policies, behavior infractions, and long gaps of time during which the student was not enrolled in school. While this does not represent every student it is appropriate to note, that as an alternative charter school, we enroll students for every reason imaginable and each student's situation is unique. The student model has indicated to us that our students need a great deal of skill building and foundational help. We seek to address these students' needs by placing them in appropriate courses where the instructor uses remediation, and other skill building tools. Our students are provided additional learning opportunities, flextime, one on one tutoring, remediation, skills building tools and courses, and additional monitoring and follow up testing.

Our sustained plan is to address individual deficiencies and provide foundation development when necessary. As the data indicates, we take the results from the standardized tests seriously. We have been able to discern areas of instructional strength and areas in which

additional professional development and attention are necessary. Providing the additional professional development opportunities for our staff is a district-wide priority.

Evaluation of student growth is not limited only to standardized test results. As discussed earlier, those results are critical to instruction, self-assessment and professional development. However, they also simply provide a snapshot of the overall student performance and growth. While we have our share of apathetic and transient students we also have our share of students that are genuinely seeking an alternative learning route and are highly motivated. We consistently see these kids overcome foundational, socio-economic as well as cultural hurdles through hard work, dedication, seeking additional instructional support, the establishment of long-term goals, and overcoming doubt to believe in themselves and their potential success. In fact, often one of the first things we have to do is convince our students that they can success in school. Our students average a much higher attendance rate than during their enrollment in previous schools. They earn credits more consistently and at a better graduation pace than before their arrival at e-institute High School. Our 5-year and longer graduation rate of 67.6% as shown on the State Report card shows that although our students might not arrive with all the necessary skills, they accomplish quite a lot given additional support and learning time. Attached is our Course Completion matrix that demonstrates that our students on average earn more credits than they did during their previous high school enrollment. (Appendix D).

E-Institute-Buckeye will continue to monitor, evaluate and document the growth of our students as we re-build and reinforce the deficiencies that we uncover. We will do this through the utilization of periodic assessments, continuous classroom monitoring, and building our teacher effectiveness. We also utilize data to build on the academic strengths in order to reinforce higher-order learning skills and sustain momentum. ***E-Institute-Buckeye*** employs highly qualified, passionate teachers that utilize any and all means to assure that student learning occurs and that the students grow under their instruction. There are difficulties inherent to the structure of an alternative educational environment, but we provide students an academic choice that prevents a great number of potential dropouts.

B. ADEQUATE GROWTH: LOWEST 25%

While ***e-Institute Buckeye*** was not rated in this area for the 2012 academic year and is not rated for the 2013 academic year, we acknowledge that this is an important area to keep in focus for the current years and the future. As a non-traditional high school, ***e-Institute Buckeye*** faces its own set of unique challenges not experienced by district schools. Identifying only the lowest 25% of non-proficient learners can be both misleading and challenging. In terms of non-proficient learners, we have had more than our share of students in this category and that share is oftentimes greater than just 25% of our total student population. We approach every student and academic situation from the perspective that foundational skills may be in need of support and remediation.

Essentially, our student population as whole could very well comprise the lowest 25% of non-proficient learners at a neighboring district school. The bulk of students who enroll at ***e-Institute*** campuses come from these schools. Although they arrive for various reasons, many are here because the district schools recommend them to an alternative school environment. For whatever reason, these schools isolate and eliminate lower performing students and the result is a system that forces these lower performing students into the charter school system and, as a result, our bottom 2% continues to grow. We have found that many of these students are made up of either SPED or Title I students. For these reasons, the bulk of our lowest 2% or non-proficient learners are our SPED and Title I population and that number has grown to exceed 25% of our students.

It is too simplistic to assume that our lowest 25% is comprised of only our SPED and Title I students. On any given day, the bottom 25% might look quite different depending upon the academic environment. For example, the hybrid nature of our program might mean the bottom 25% of a traditional class could look different from the bottom 25% of a computer based learning class. In the traditional classroom, teachers use baseline testing to identify students that are efficient. Computer labs are utilized to address some of the foundational skills our students are lacking.

We utilize a sustainable intake system for every newly enrolled student. Upon enrollment, students provide their unofficial transcripts. Those transcripts are used to analyze the students' course and credit history. A detailed program of study is written for each new student and continuously revised during enrollment with our school. This program of study indicates what classes are needed by the student and forms the road map toward graduation. The average new student is given two computer classes (to help them in credit recovery) and two traditional classes. Once benchmark testing has occurred and, if foundational deficiencies are identified, students are given the appropriate foundational classes at that time.

Identification of deficiencies in education begins at the time of enrollment. There are issues that are common to many of our incoming students and these deficiencies are used to help identify our high-risk students. These issues could be simply being behind on credits for their academic year, while other issues include poor attendance or enrollment history, poor grades in traditional classes, poor test scores or poor productivity in general. Once enrolled, we track production by monitoring the number of lessons students complete, as well as grades in traditional classes. We look for drops in production, utilize 45-day screenings to identify potential warning signs related to school performance and involve any instructional support (SPED and title I) where appropriate. Additionally, we utilize the information from these assessment tools to seek out appropriate professional development and training opportunities for our teachers and administrators.

In addition to structured programs specifically designed for our Title I and SPED students (please refer to those sections for details and data) which are driven by the Arizona State

Standards, these lowest 25% students also participate in academic strategies designed to promote student growth. These include the following:

- Differentiated Instruction
- Skills Building/Academic Foundation Classes
- Remediation
- Extended learning time
- *Extra sessions
- *After school office hours
- *Flex time
- Tutoring programs; one on one and group
- Alternative and modified computer based instruction

All of these interventions used will be documented and evaluated as to how beneficial they have been to the student, based on the improvement noted in ongoing assessments and score improvement, as well as, notes regarding continuous improvements via classroom observations.

C. IMPROVEMENT

The year-to-year trend in improvement for Math for ***e-institute Buckeye*** went from NR in 2012, to 35.8 in 2013, thus meeting the school median SGP for math for the lowest 25% of students. We continue to focus on the lowest 25% of our students by adhering to our school plan of providing:

- Daily tutoring and after school tutoring
- Extended learning,
- One on one time with the teachers.
- Accommodations in learning
- Appropriate remediation

The areas focused on will be continuously monitored as we evaluate the effectiveness of these interventions through the utilization of periodic testing.

While ***e-institute Buckeye*** received a 33.3% measure in reading, which is slightly under "meet the standard" of 34% we have implemented the following strategies to insure that our school score improves year over year:

- Heavy emphasis on ensuring successful passing scores on AIMS by all students
- Daily tutoring
- One on One tutoring
- Saturday tutoring
- Extended learning hours

- Differentiated instruction

All of these interventions will be monitored on a regular basis through the utilization of periodic testing. This routine testing will be implemented to monitor and document the progress of individual students.

II. PROFICIENCY

Based on the information provided on the school dashboard by the Department of Education, ***e-institute Buckeye*** has improved substantially in percent of students passing math, both in actual increase of students passing and performance over state averages. In 2012, 26% of students passed math at ***e-institute Buckeye*** compared to a state average of 30.4%. One year later in 2013 for ***e-Institute Buckeye*** students improved their passing scores by 5% moving from 26.0% to 31.0% while the state average in math slipped dramatically to 19.2%. While this is not a dramatic improvement, it is significant to the relationship in seemingly falling statewide scores in math.

While math scores improved due to a heavy emphasis on tutoring, the vehicle for the dramatic improvement in reading scores can be attributed to the creativity used in enhancing reading skills, reading comprehension skills and vocabulary building. This was accomplished by offering a Strategic Reading and Comprehension course where all students needing to pass this portion of the AIMS test were enrolled and DAILY focus on skills was maintained. This program will be continued and expanded so that the passing percentage will increase over the dramatic improvement of the past year.

Proficiency in reading scores reflects a substantial increase of 25.93% in passing scores in 2013 over 2012. In 2012, 54% of the students achieved a passing score in reading while 68% of the students passed reading in 2013. The 68% passing score in 2013 is dramatically above the state average passing score for reading of 55%. What makes this almost 26% increase significant in 2013 is that the state average scores decreased slightly over 4% during that same period.

A. PERCENT PASSING

As referenced earlier in this submission, the majority of our students come to us in a deficit situation. That may be with regards to AIMS results or credits completed either by year or by semester. With that in mind, our goal at ***e-Institute Buckeye*** is to enable our students to achieve a passing score on their AIMS examination and to complete the required number of credit hours necessary to graduate from high school and to move on to post-secondary education opportunities.

Our AIMS scores are areas that we struggle with. Like all schools, Reading tends to be our best area, followed by Writing and the Math. With Math being our lowest scoring area, it is the area that we are focusing on for extra effort and instruction this year.

The AIMS scores for ***e-Institute Buckeye*** show a positive upward trending from 2012 to 2013. Math scores increased from 26% passing to 31% passing in 2013, which is a 19% increase. What makes this so interesting is that State Math scores decreased 36% over the same period. Whereas ***e-Institute Buckeye*** was 4.4 points behind State averages in 2012, 2013 scores indicate that ***e-Institute Buckeye*** now shows an 10.8 point favorable variance over State scores.

In Reading the difference is more dramatic. In 2012 the passing Reading score for ***e-Institute Buckeye*** was 54% while the State average score was 57.5. Over the course of the next year the passing Reading scores for ***e-Institute Buckeye*** rose 26% to 68% passing Reading while, at the same time State passing Reading scores fell 4% to 55% passing – the net result being that the passing Reading scores for ***e-Institute Buckeye*** now surpassed State scores 68% to 55%.

- Our teachers employ best practice strategies in teaching for all students and direct extra attention and assistance for those who scored lowest (FFB) on the most recent AIMS. The English and Math teachers also post visual reminders for concepts they teach and help students for reference purposes

- This vocabulary/thesaurus work also helped students (50% of students were below 50% in Writing) to increase range of word choices and word choice and sentence fluency in Writing AIMS.

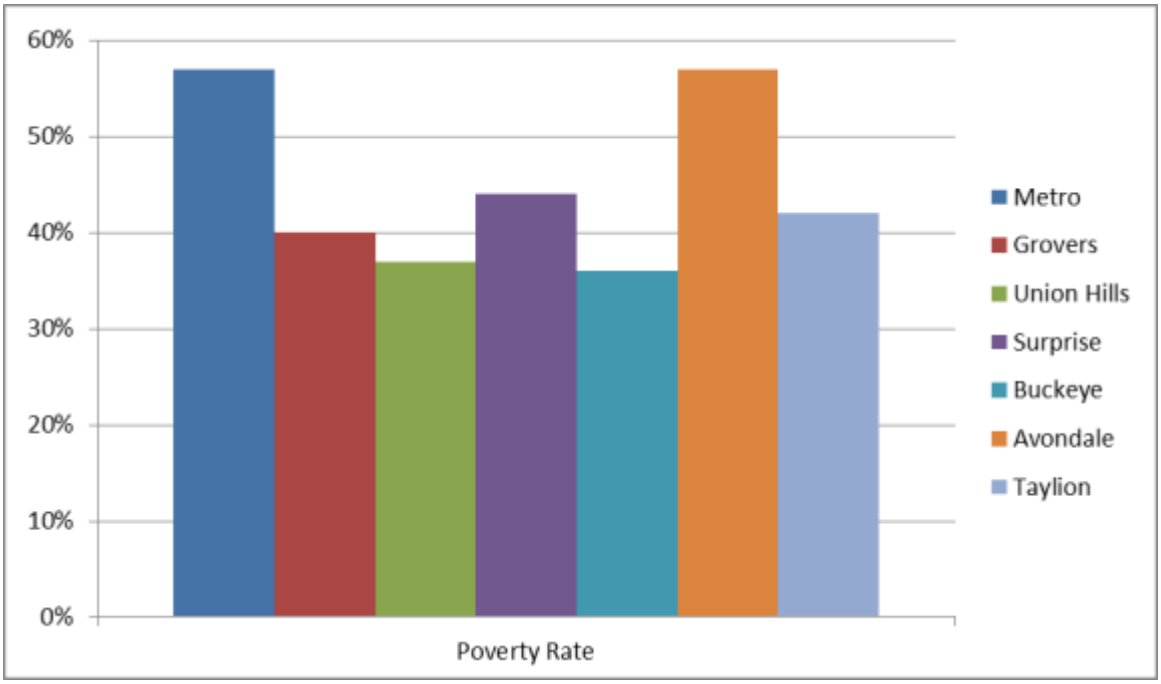
- Students learn and present "new information" to whole class or small groups using compare, contrast, sequence in steps or in importance (and others students must identify strategy that was used) to explain the information.

The strategies noted above will be monitored on a regular basis and the progression of each student will be evaluated as to demonstrate progress and improvement. The objective is to raise the percent passing to a minimum of 70% over the next year.

B. PROFICIENCY SUBGROUP FRL

With the transient population, the ***e-Institute*** poverty rate fluctuates throughout the school year and from school to school. Although there are commonalities between our campuses, the demographics vary considerably and those can affect the poverty rate at each school.

An overview of our campuses (by poverty rate) is shown below



Identification and placement

Newly enrolled students are given the Math Entrance Evaluation Test (MEET) in an effort to identify students in need of the targeted assistance program (Title 1). In addition, students who scored FFB/APP on the previous AIMS are enrolled in Computer based math courses designed to improve their math knowledge in Algebra 1 and Geometry. Finally, students may be recommended for Title I Targeted Assistance by a math teacher, principal or parent/guardian.

Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) or identified by the MEET are enrolled in one of three programs:

- Students who failed Part I of MEET are enrolled in an online course at www.xtramath.org. This course will help students by using skill drills to increase their basic math foundations. The time in this program is generally 4-6 weeks. Once this portion of the program is completed, they are then enrolled in Catch-up Math's auto-

enroll portion of the online computer math program: www.catchupmath.com. This program will test their math competency and place them in one of five math courses (Essentials, Pre-Algebra, Algebra I, Geometry, and Algebra II).

- Students who failed Part II of MEET bypass the earlier Extra-Math portion and are then enrolled into Catch-up Math's Pre-Algebra. Once student are proficient, they are assigned into either a grade appropriate direct instruction or computer-based math course. Proficiency in this case will be evaluated regularly and systematically so that greater success in AIMS will be achieved.

- Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) are enrolled in a computer-based course that follows Arizona's Common Core High School Mathematics Conceptual Categories. Students enrolled, as needing this 'targeted assistance' will be closely monitored via ongoing competency testing in order to ensure success on the AIMS test. While ***e-Institute Buckeye*** has not been rated in this area in previous years it is important to note that we have been diligently working to assist students in improving their math scores. As noted in the graphs of (Appendix E) over 75% of students participating in this targeted math assistance program, realized improvement in their AIMS scores. We will continue to promote this type of targeted assistance in order to insure that our students are gaining in math skills and are successful in completion of the AIMS math test.

Continuing Education for Title I Staff & Teachers:

- ADE Educators Evaluating Quality Instruction Products (EQUIP Rubric) – Mathematics 2013
- ACCS Mathematics Phase 1: Math for Leaders – MCESA 2013
- ACCS Mathematics Phase 2: Formative Assessment Development – MCESA 2013
- Arizona Common Core Standards – Mathematics Leadership Institute (TOT) – MCESA
- ADE Mega Conferences 2011-12
- National Council for Teachers of Mathematics (NCTM) 2011

C. SUBROUP ELL

1. Evaluating and Assessment of ELL

Although ***e-Institute Buckeye*** does not have a very large ELL student enrollment and population, we take the identification and assessment of these students very seriously. From the time of enrollment, when parents and legal-age students complete their enrollment documentation, administrative assistants and principals are trained to properly identify students with ELL academic backgrounds. Specializing in an individualized education strategy for every

student that enrolls with us, proper diagnosis of ELL students will help us to prepare their program of study. We will also prepare their instructors with any pertinent information that may assist within the traditional classrooms, utilizing any academic background information available at that time. (Appendix F).

E-Institute Buckeye currently has only one ELL students thus this demographic is small. This student has a Spanish-speaking background where Spanish was a first language at home. However, this student speaks fluent English and has since childhood.

There are many examples of ELL academic strategies that are implemented at the ***e-institute Buckeye*** campus. Our English teachers use periodic formative assessments to document progress and maintain momentum. Teachers assess an ELL student to determine whether their skill levels are low, intermediate, high intermediate or somewhere in-between. Essentially they evaluate whether the student has the ability to comprehend grade-level text as delivered in English-based formats. From there, students work within their current skill-level to acquire more critical-learning skills, such as identification, analysis, summarization, ability to decode content vocabulary, use of context clues, etc. There is also be an emphasis placed on applying these conventions into his or her communications and their ability to use English in relevant context. Within the traditional classroom, no strategy is off the table and any academic approach is supported, if it delivers positive achievement results.

Also critical to the success of our ELL population is finding ways to overcome hurdles in the computer lab environment. Our school provides a hybrid structure in which students take courses in both the traditional classroom and the computer lab. To over come any potential weakness for the ELL student in the lab curriculum, we have found that printing notes, additional study materials and slideshows are extremely helpful and supportive for students that need to reflect back during assessments and tests. This strategy is also helpful with our significantly larger SPED population. The self-paced nature of the classes is very accommodating and motivating for our ELL students, as they do not feel left behind and can progress at a pace that ensures comprehension. We also provide supplemental resources and tools for an ELL student in the computer lab to help with difficult concepts and vocabulary, in addition to working with these students one-on-one.

1. Assessment and Achievement

ELL students are closely monitored and their progress often assessed. With such a small number of students, the key data to determining and interpreting their progress is that they continue to pass their traditional courses and complete the minimum number of required credits per trimester (two credits). Additionally, specific ELL testing is provided periodically if a student isn't making ongoing progress, and further assessment of their academic plan along with

evaluation of the student's effort, work ethic, and other strategies are used to ensure future success. Ultimately, every student and every situation is different. ***E-Institute Buckeye*** employs any measures and strategies that will prove useful to ensure student success while recognizing that understanding diversity is critical.

D. SUBGROUP SPED

Overview

For each eligible student, the ***e-Institute*** High Schools (the schools) provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the IDEA, deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program.

1. Student Growth and Improvement

The principal objectives of our special education program are simple, 1) to help the student achieve their potential functionally, behaviorally, and academically, and 2) to help the student graduate from high school. The special education student's improvement plan, including identification of his or her functional and behavioral as well as academic strengths and weaknesses as well at the most recent improvement strategy agreed to by the school, the parent, and the student is formalized in the student's IEP, which is reviewed and amended, as needed, annually. In order to facilitate student improvement, we establish benchmarks for current performance. For the special education student, we may identify benchmarks and goals for student attendance, school behavior, academic skills level, progress toward graduation, and/or achievement on state-mandated tests. For either the returning or newly enrolled student, the Program of Study (POS), which is a summary of classes completed, AIMS test scores, classes to be scheduled, and the proposed classroom setting for each class, becomes the "road map" for graduation.

For the returning student, the process of benchmarking is continued when we review the IEP in addition to the report cards and IEP progress reports from the previous school year.

- Following our review of this data, we are able to either confirm or adjust the benchmarks, which were established when the IEP was written.

- After this review of benchmarks, we are able to propose adjustments to accommodations, modifications, goals, classroom setting, and services, which may be needed in order to either help the student maintain their current attendance pattern, academic skills, school behavior, and level of performance on state-mandated tests as

well as the current pace of their progress toward graduation or to help the student achieve improvement in one or more of these areas. (Appendix G)

- In order to complete the review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain an updated TABE academic assessment as well updates of the student's Self-evaluation and Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune our proposal for adjustments to the student's special education program for the new school year. Minor adjustments to the accommodations, modifications, services, or related services, documented in the current IEP, will be implemented immediately. Prior to initiating major adjustments, new services, or new related services, a parent meeting will be conducted, at which either an IEP Addendum or a new IEP will be documented.

For the newly enrolled student, the process of benchmarking can begin:

- We receive a copy of the student's incoming transcript, which we use in order to document the POS;

- We are unable to identify accommodations, modifications, or services that may be needed for specific classes or in specific classroom settings until we receive the student's IEP and Evaluation report from his or her previous school. These documents provide the initial benchmarking of the student's functional, behavioral, or academic strengths and weaknesses as well as the most recent improvement strategy, which was agreed to by the school, the parent, and the student.

- After reviewing the IEP and Evaluation, we are able to propose accommodations, modifications, goals, and services that we believe will be appropriate for the student.

- At this point, we are able to document the parameters of initial placement at our school, as an IEP Addendum, which is provided to the parent or the adult student.

- In order to complete our review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain a TABE academic assessment as well as student responses to a Self-evaluation, a Typology assessment, and a Career Interest inventory. The data

gathered during the student interview is utilized in order to fine-tune the student's special education program for the current school year.

Following the creation of either an IEP Addendum or a new IEP for the returning student or an EP Addendum for the new student, a digital copy of the document is made available to the school administrator and the teaching staff for reference. After the program is initiated or updated, class assignments must be approved by the special education staff, and the staff will begin to provide consultation support for the teachers in order to identify individualized accommodation or modification that may be needed in order for the student to be successful in their classrooms.

The special education staff will, also, begin to identify specialized instructional support, including access to computer-based intervention or text-based, modified curriculum, or behavioral support, including a functional behavioral analysis and a behavior intervention plan, which may be needed in order to facilitate growth in academic skills, school attendance, or school behavior. In addition, the special education staff will begin to identify tutoring support, including help with assignments or preparation for state-mandated testing, which may be needed in order to facilitate improvement in classroom performance as well as performance AIMS testing sessions. Lastly, the special education staff will begin working directly with the student in order to identify the study skills support, including help scheduling class work, scheduling and completing make up work, or providing one-on-one test administration, which may be needed in order to facilitate improvement in classroom productivity and progress toward graduation.

2. Assessment and Achievement

After special education services are initiated, student attendance, work habits, and communication with teaching staff are the factors that have proven to be essential to student success. Frankly, if the special education student comes to school the support being provided by the general education staff and the special education staff, will ensure that they will graduate. If the student does not come to school or comes to school, but refuses to complete class work, he or she is beyond help, and will fail.

Student attendance is monitored weekly, and student performance in the direct-instruction classroom as was in the self-paced computer lab, is monitored at three-intervals as well as at the end of the twelve-week grading block. While consultation with teachers occurs, at least, monthly, if an issue in student attendance is noted during weekly monitoring or if a teacher identifies a concern or issue regarding student behavior or academics, a student and/or parent consultation is conducted. It is likely that, following the consultation, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related will be initiated. Depending upon the severity of the issue or concern identified, an IEP Addendum or a new IEP

may be initiated. At the end of each grading period, the student's report card as well as an IEP Progress Report is provided to the parent or the adult student. Prior to classes being scheduled for the next block, appropriate updates and adjustments are made to the student's POS then the POS, report card, and IEP Progress Report are reviewed with the student. Following this review, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related services may be initiated. If significant changes in the program appear to be needed, the parent, student, school administrator, and appropriate school staff members, will conduct an IEP review, during which either an IEP Addendum or a new IEP will be initiated.

During any given school year, benchmarking, initiating, monitoring, reviewing, modifying, and reporting occur hundreds of times as we attempt to support the students who pass through our special education program. Although we cannot guarantee his or her graduation, we can ensure that each student is provided the opportunity to succeed.

III. STATE ACCOUNTABILITY

In 2012 e- ***institute Buckeye*** received a "D" rating. During the following year we implemented and made dedicated strides in our daily processes that contributed to the achievement of a "B" rating in 2013.

We focused on the following:

- Attendance. Those students who were absent were called and encouraged them to return quickly so as not to loose time thus putting them behind.
- Course completion and adherence to meeting educational standards in the classroom and computer lab. We used a "ticket out" approach in the classroom and computer lab where students had to show their work produced in order to be dismissed from class.
- Insuring that those students who were struggling in the learning environment were quickly identified and accommodations were made to insure their success. The additional work provided to them was used as an accountability tool to insure that necessary learning was occurring.

While the faculty and staff of ***e-Institute Buckeye*** are grateful for the progress of the school over the past academic year in moving from a "D" rating to a "B" rating our goal for the next year is to move this up an additional level to "A." To accomplish this will continue on utilizing the best practices noted above.

IV. GRADUATION

While the indicators are that the grad rate for ***e-institute Buckeye*** moved from "Far Falls Below Standard" in 2012 to "Not Met" in 2013 there still is much work needed to be done to achieve State graduation rates to "Meet State Standard." Our focus for the fiscal year 2013-2014 will be on insuring that all students remain on track by monitoring academic programs of study, insuring timely course completion and offering extended learning time for those students who may be falling behind. Additionally, we will continue to engage families in the academic pursuits of their student and encourage them to be supportive and involved in their education.

a. <u>Increasing Graduation Rate</u>

At ***e-Institute Buckeye*** we consider our graduation rate as an indicator of our success. Our graduation rates continue to hold steady or improve. Nonetheless, we focus on our students individually to ensure that they are successfully completing the course of study required for graduation.

These efforts include:

- An individual program of study for each student that
    1. Set pace for completing classes
    2. Encourage attendance
    3. Add extra hours to he school day if needed
- Additional learning opportunities
    1. Flex time
    2. Additional hours of instruction
    3. Additional sessions
    4. Modification of lessons for sub groups if needed
    5. Tutoring
    6. Printed notes (if needed)
- Assign credit recovery classes when appropriate
- Education Career Action Plan
    1. AZCIS program is initiated when the student starts school
    2. Students work with teachers to explore the system and follow the work set for each year of high school
    3. Students are guided through exploratory tests to find ideas for future careers
    4. Students explore colleges or vocational schools that fit their interests
    5. Teachers guide students to fill out college admissions forms and FAFSA forms
- Students may take classes at community college while attending high school. All students are encouraged to stay in school and work for their diplomas.

- Staff support: Each student works with a member of the staff. The appointed staff member monitors the student's progress and ensures the student is on track for graduation.

- The involvement of parents via conferences, in addition to academic and attendance contracts with students will be created, rigorously implemented, and followed not only to support the students but also to ultimately point the student towards graduation.

b. <u>Academic Persistence</u>

Student retention and persistence are an unavoidable challenge for nearly all alternative schools, though at ***e-Institute*** Charter High Schools we are constantly striving to overcome the obstacles of student transfers, withdrawals, and drop-outs. The charter school movement has led to a wide range of choices for students and families, and I order to retain students, ***e-Institute Buckeye*** must stay competitive by offering a program and product that is designed to meet the needs of students, as well as, offering an alternative to both the traditional, classroom-centered district as well as to modern online education options that are becoming more widely available. ***E-Institute Buckeye*** achieves consistently high rankings. ***E- Institute Buckeye*** achieved an Academic Persistence Rating of 98. This is a significant rating and demonstrates our commitment to helping our students achieve the ultimate goal of staying in school and graduating from high school.

"Academic Persistence" success is due to a number of features of our programs that set us apart from other similar institutions.

- Self-paced programs and classes – all students learn at different speeds, our programs allow students to complete lessons and classes in a manner that best suits their learning and life styles, including options for acceleration or extension of classes, allowing students a wide variety of options in such areas as credit recovery and early graduation.

- Individualized programs of study - All ***e-Institute*** students are assigned to classes based on individuals needs, determined by previous transcripts, state and district testing data, and student feedback. A mix of direct instruction classes and computer-based coursework allows students options in completing their coursework in the most efficient method possible.

- Flexible scheduling – all ***e-Institute*** *campuses* offer students a choice between morning and afternoon classes, with select campuses also offering evening classes. Other educational institutions offer less flexibility for students, who often live busy lives outside of the school setting, including jobs, hobbies and families. This flexibility allows students who might otherwise withdraw or transfer to make changes to their class

schedules, leading to high levels of academic persistence. In addition to a choice of sessions, ***e-Institute*** also offers a 'Flex Program," which allows students to make-up hours of absence, as well as options for summer enrollment such as an extension track and an early start program in the months of June and July.

- Open enrollment – all ***e-Institutes*** have an open enrollment policy, which means students are not constrained by a block or semester schedule. Whereas some other schools may turn students away because of a school calendar. ***E-Institute*** accepts all students no matter the time of year.

- Small class size – One of the most common reasons that our administrators hear for students and families seeking out an alternative education is class size. Parents and students often cite chaos, drama, and lack of one-on-one attention as reasons for dissatisfaction with traditional educational. Utilizing low student to teacher ratios, e-Institute provides a product that meets the demands of the market.

- Long/short-term planning and student counseling – A benefit of our computer classes is that students are aware of the course content at the beginning of the class and can use that available information to plan their future in both the short and long-term. Students meet regularly with administrators and instructional staff to determine their educational goals and synthesize both long and short-term plans, including which classes they will need to complete in which blocks, as well as how many lessons they will needs to complete per day in order t meet their goals.

- Parent contacts – A strong student support system in the home is often key to student success and persistence; by involving parents in the educational process as often as possible. ***e-Institute*** ensures that students are invested and held accountable for their choices. ***e-Institute*** strives to foster a strong relationship with important educational stakeholders by the use of daily attendance calls (School Reach), as well as ongoing conferences and contacts by administration and instructional staff.

- Minimum requirements – not all students in the educational setting are college-bound; many students view high school as simply an obstacle they must overcome before beginning their real lives. By offering student the state minimums in attendance and number of credits required to graduation, ***e-Institute*** appeals to students who are attempting to complete their programs as quickly and with as few extraneous distractions as possible.

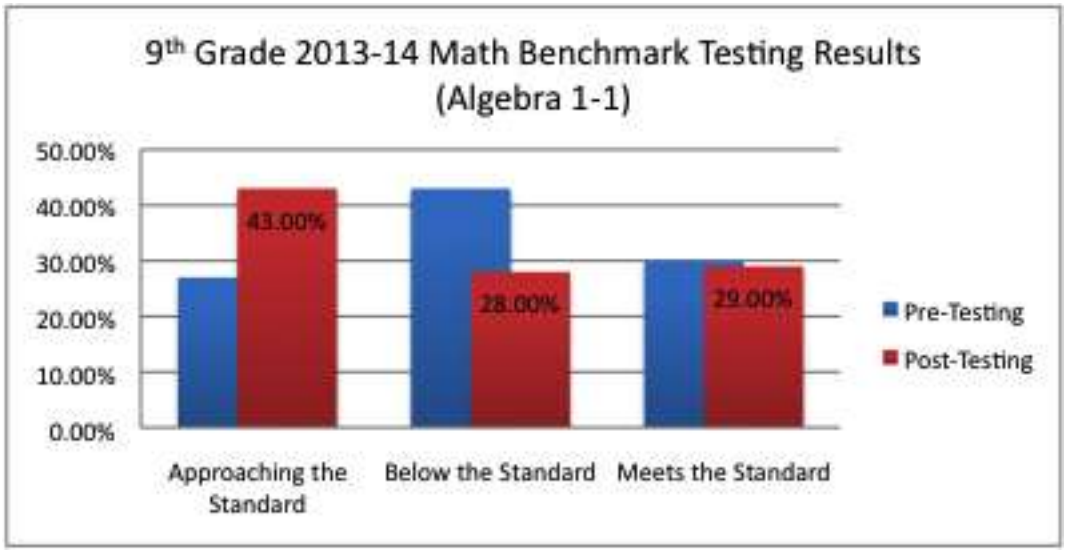
- “Last Chance” Program – As an alternative program, the fact remains that many students come to e-Institute having exhausted choices at other educational institutions. Because of our open enrollment policies, we accept all students regardless of their educational and behavioral histories. It could be said that we often n help students that have few or no other options for education due to test scores, behavioral histories, number of credits, or age.

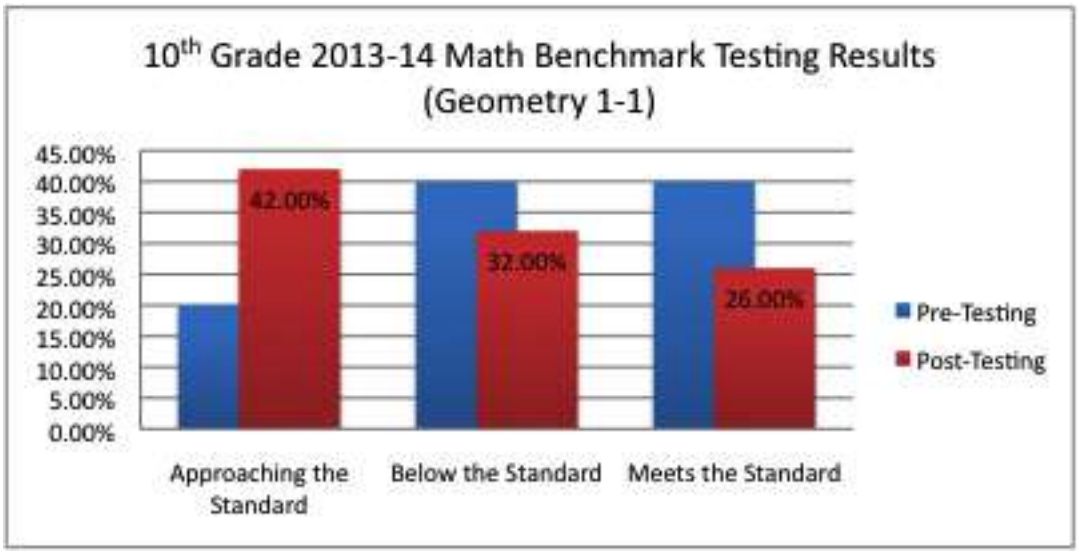
OVERALL RATING

At *e-Institute Buckeye*, our overall rating went from 42.86 (not met) in 2012 to 72.5 (met) in 2013. While this is a significant improvement, our schools over arching goal is to continue our improvement in order to “exceed the standard” in the next year.

APPENDIX A

GALILEO DATA





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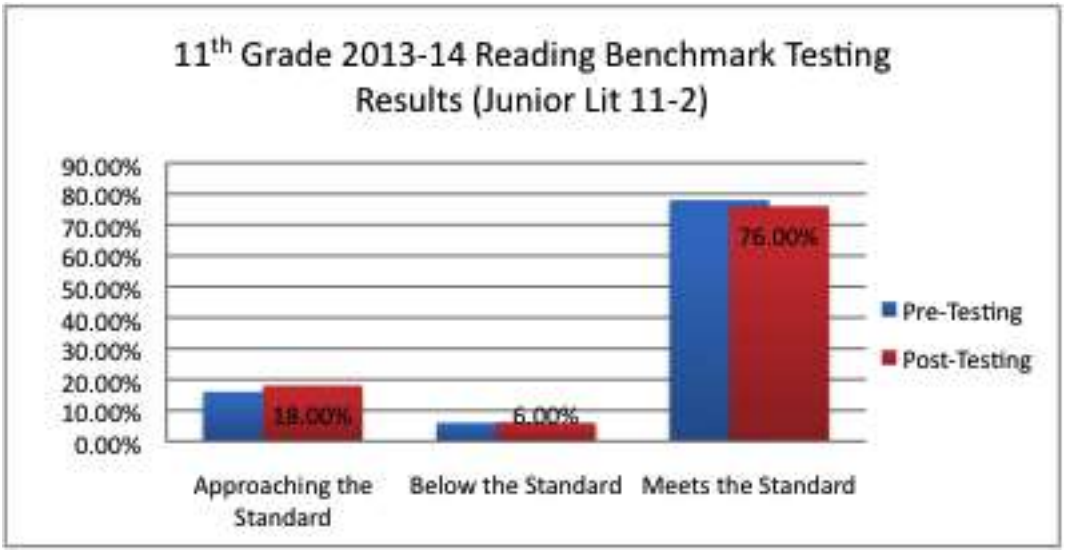
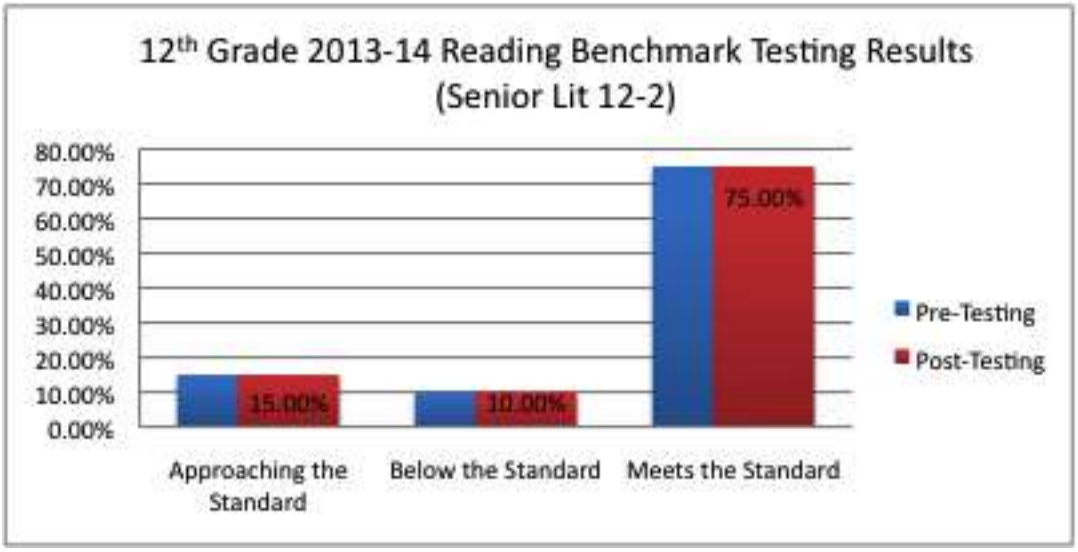
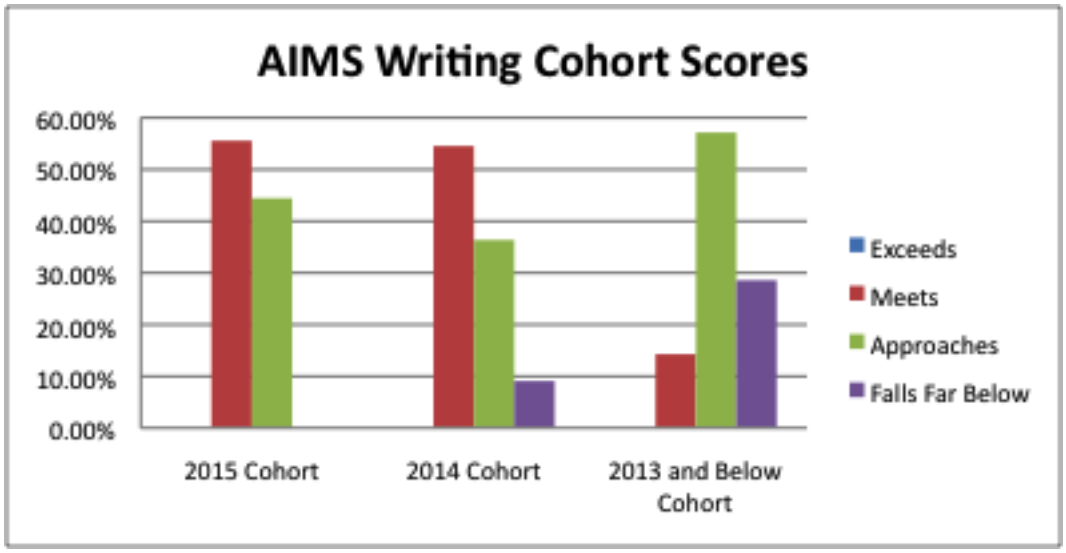
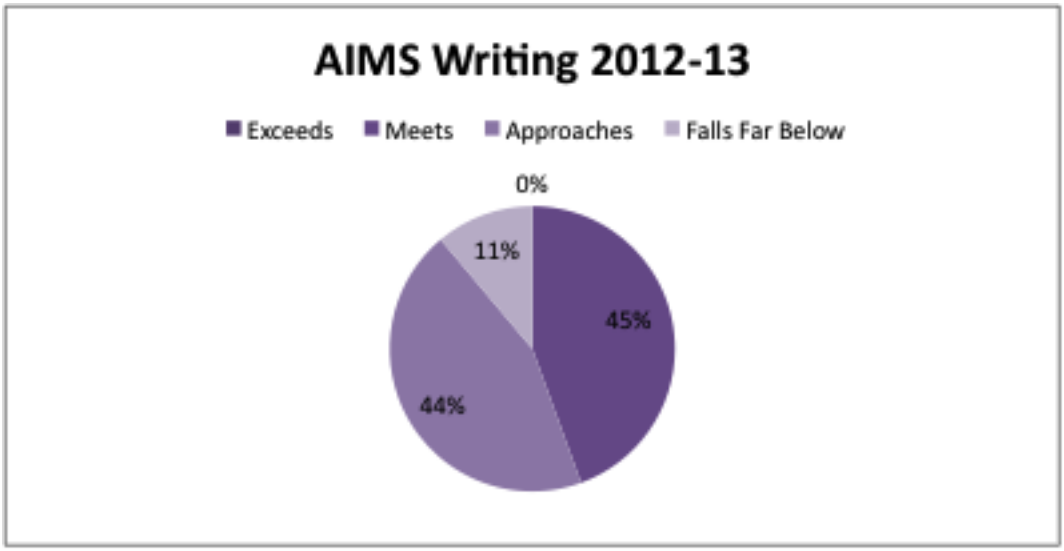




APPENDIX B

AIMS DATA





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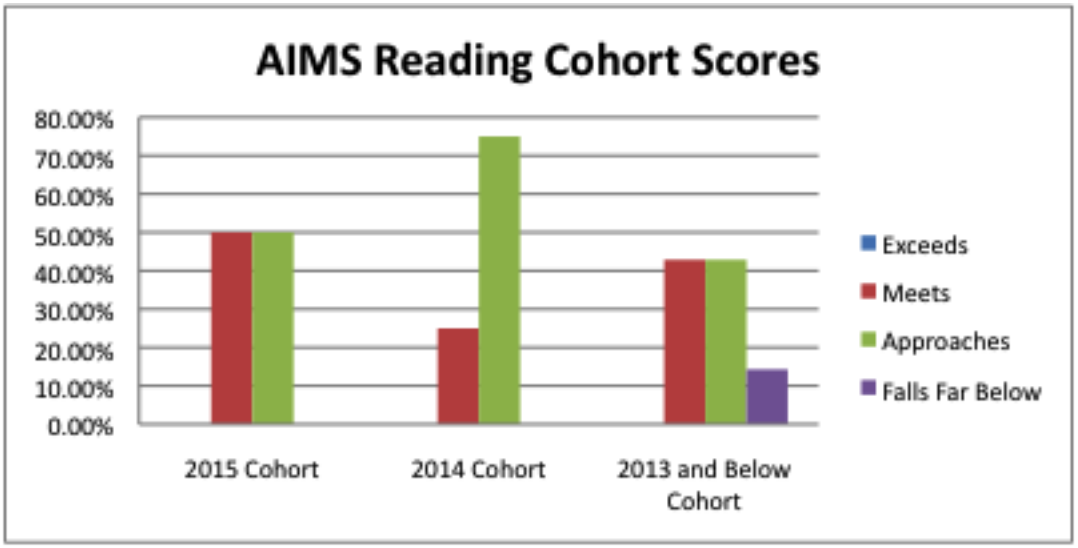
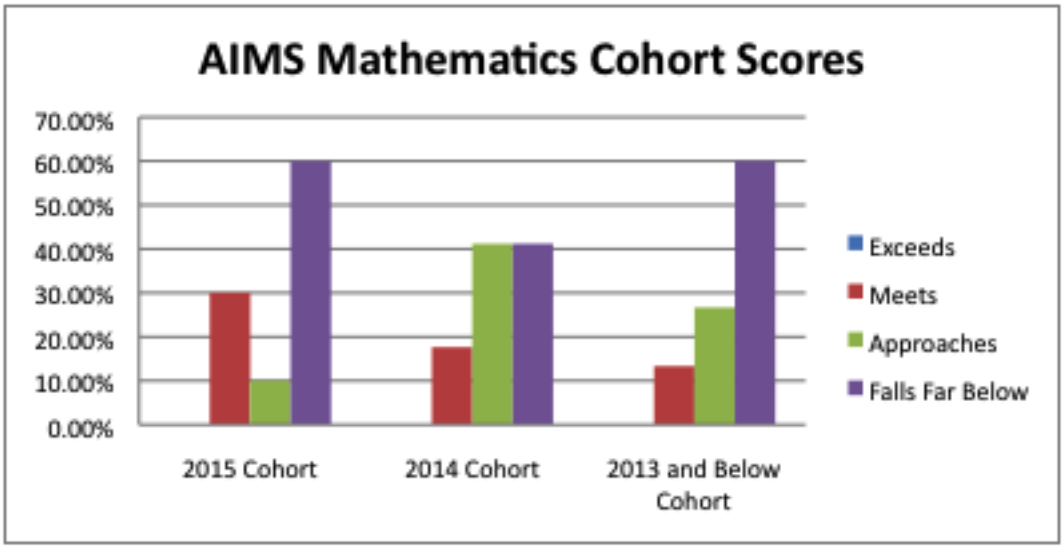
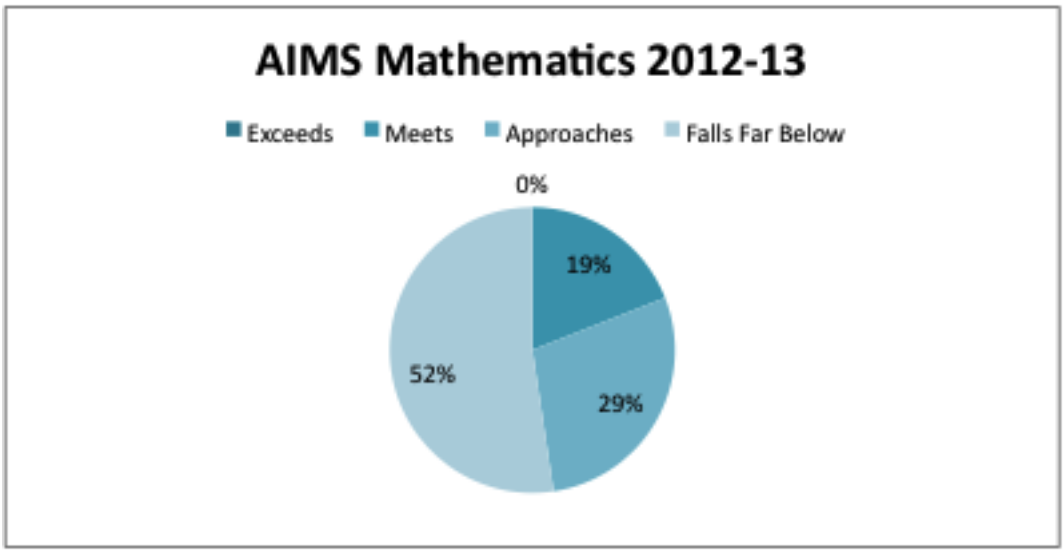


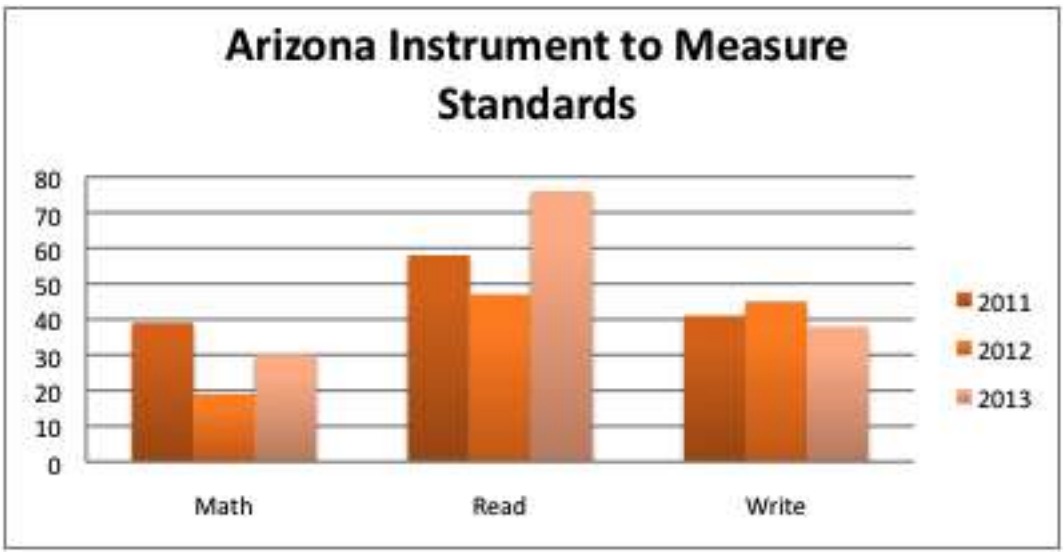


APPENDIX B, continued



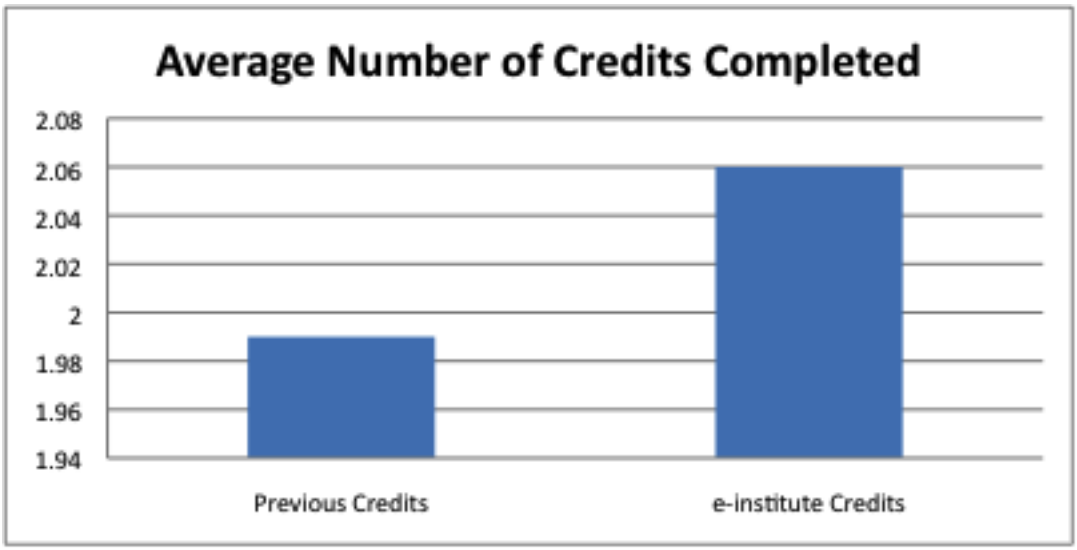
APPENDIX C

REPORT CARD



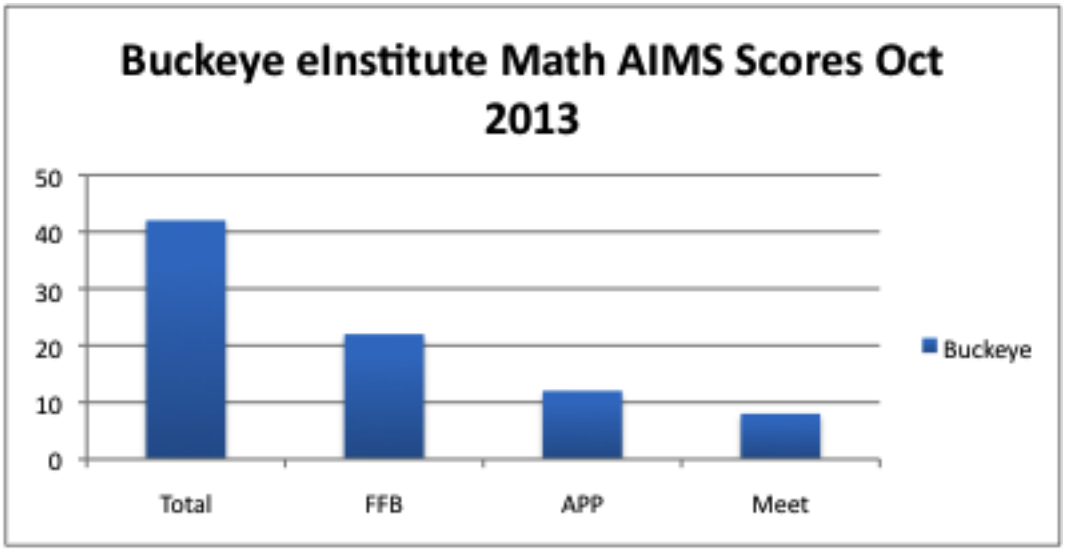
APPENDIX D

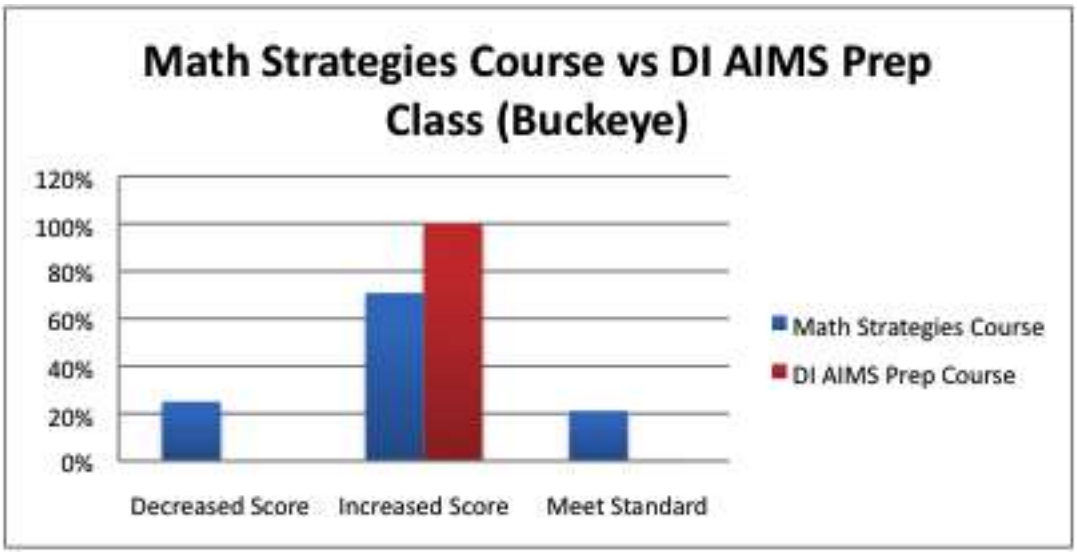
COMPLETED CREDITS



APPENDIX E

TARGETED ASSISTANCE





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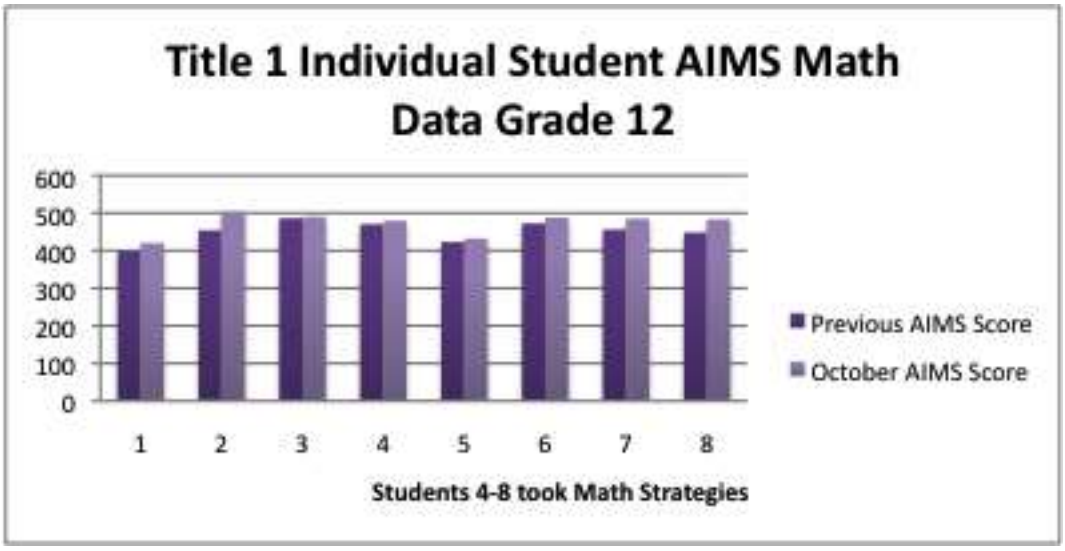

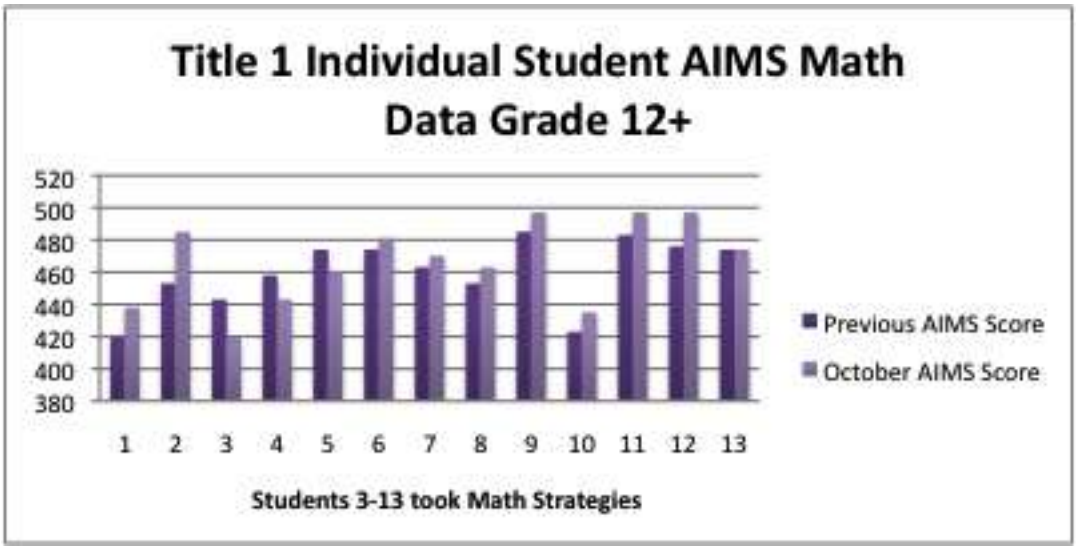

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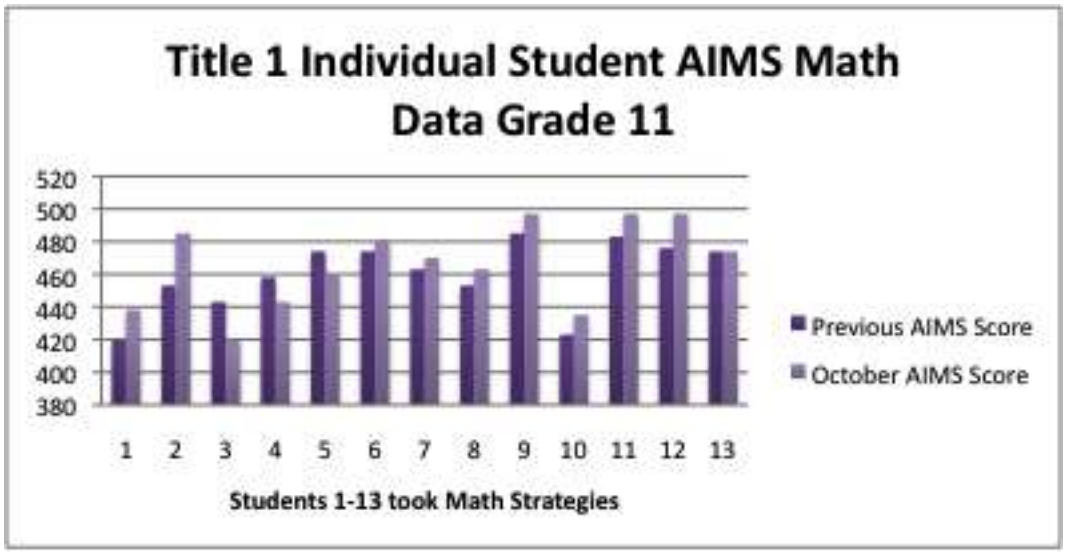
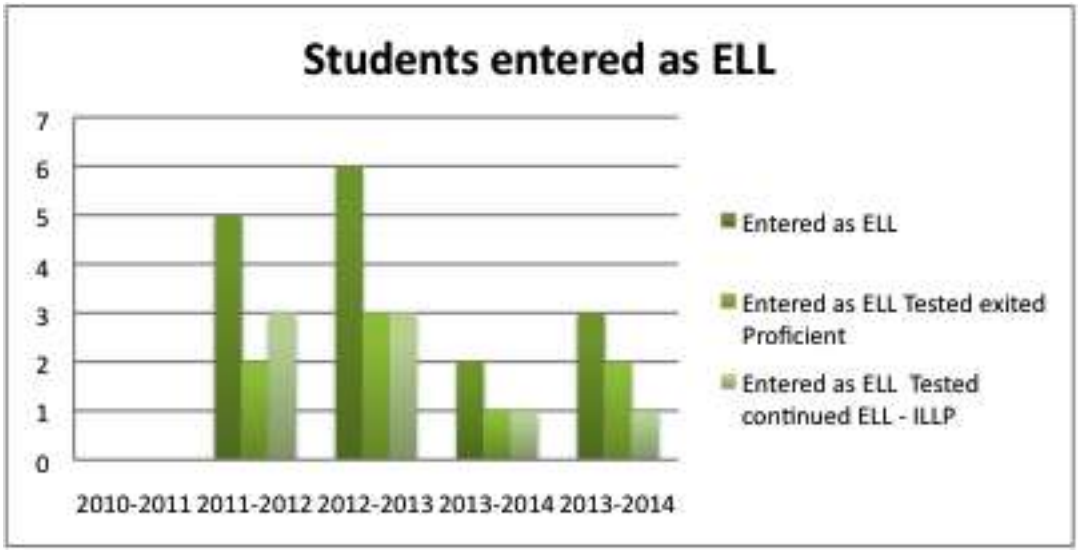
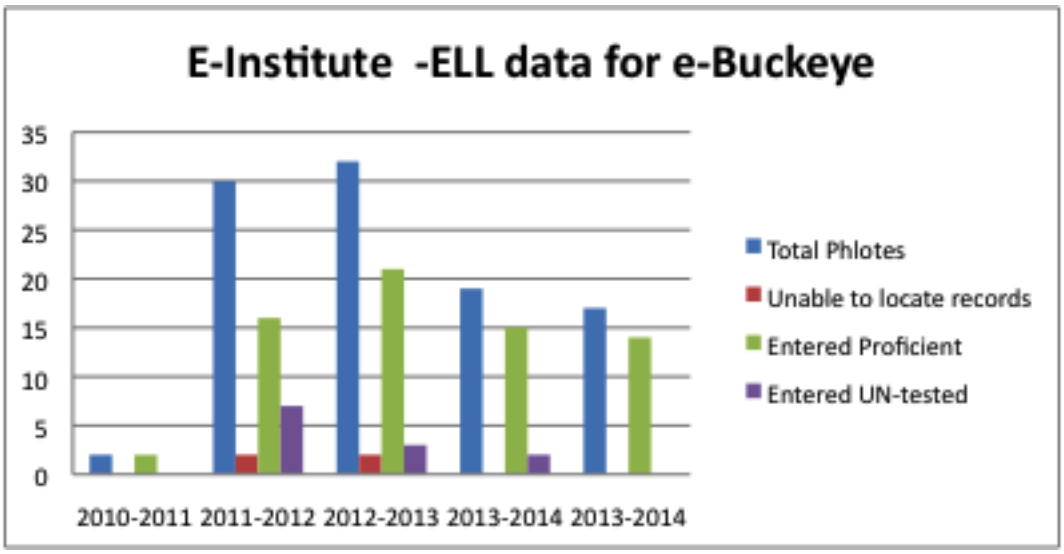


APPENDIX F

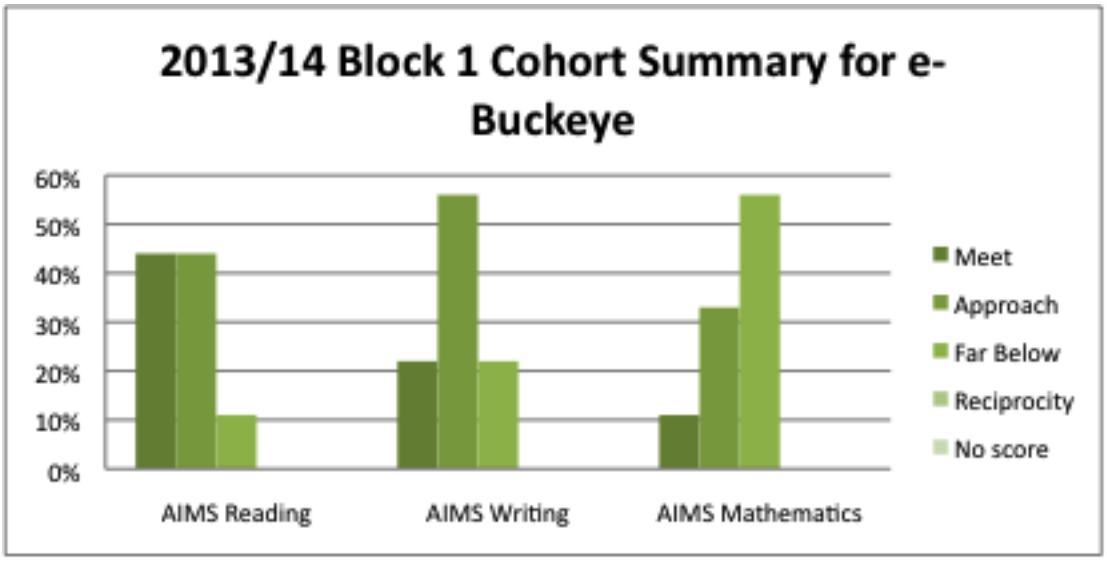
ELL DATA

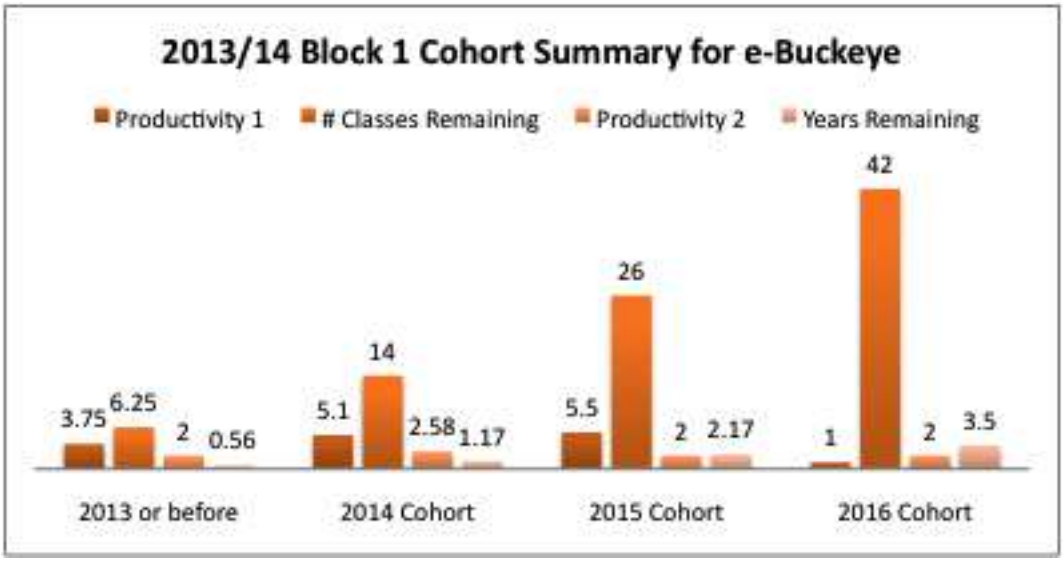




APPENDIX G

SPED DATA





DEMONSTRATION OF SUFFICIENT PROGRESS (DSP) – *e-Institute Grovers*

INTRODUCTION:

E-Institute Grovers is a small alternative charter high school that serves a population that mainly consists of juniors, seniors, and older. Many students have limited support from parents or guardians in completing their high school education or encouragement to go beyond high school to college. Many will be the first person in their family to receive a high school diploma. We are an alternative high school with 85% of our students that fall into this category in 2013/14.

e-Institute Grovers was not rated by the Department of Education. We have a very small population and sometimes a transient group of students. We work with the high schools located in 3 districts that surround us to help students catch up on their credits so they may return to their district high school. Many of those students have not passed their AIMS requirements. Our goal is to work with students in the areas they need to pass AIMS, provide a plan for each student that sets a goal to catch up on their credits, and either return to their district school or earn a diploma at e-Institute Grovers.

In order to accomplish these goals we have set plans in place:

a. Insuring successful passing scores on AIMS. Some of the processes that we used were:

    Daily tutoring in math strategies

    One on one tutoring by math and language art tutors

    Extended learning – Students may stay longer that their required attendance

    Saturday tutoring – available at e-Institute Union Hills that students may attend.

b. Measured assessments to identify deficits in learning with specific remediation applied.
c. An alternative math program that provides students with foundations we found that was missing in the measured assessments.

Curriculum

E-Institute Grover offers instruction through computer based learning with teacher assistance and tutoring. The curriculum in our computer lab is Nova Net Courseware, aligned to standards, that works as credit recovery and full course curriculum. Students may also use Florida Virtual when needed for college prep classes or as another option.

For students that are struggling with math courses, we offer remedial courses for math through Xtra Math, which works on basic foundations, addition, subtraction, multiplication, and division. Students are required to spend 20 minutes a day working on timed tests to practice and learn basic skills. We offer a program in Catch Up Math that has an essential math program all the way up to college math. This year we are testing another program through APEX that offers remedial tutorials in math and language arts. We use Galileo for testing in reading so we are able to place a student at their reading level in a corresponding language arts class or remedial classes. We have ALS as tool for remediation for language arts and other classes as needed.

Our Computer based curriculum can also work as credit recovery which is essential for our alternative status. Our computer based curriculum is flexible in that we can assess and evaluate our student's performance based on skill levels and previous academic success. The content of language arts and math computer classes is adjusted for areas where students need more repetition to increase their speed and accuracy. These computer classes not only allow teachers to modify/individualize practice according to each student's needs, but also provides instant analysis of class-and school wide results at multiple stages to pin point specific performance indicators that require extra attention . Each class has a pre and post test to measure growth.

Our computer based instructional programs are selected by committee after an initial pilot program. The pilot program allows us to assess student growth, credit recovery, implementation, and any technological issues that may arise. If the pilot program is successful, the computer based learning program may be rolled out to all the campuses.

Our computer based instruction is assessed throughout the school year. Our computer labs are always staffed by a highly qualified teacher who is present to answer questions and facilitate instruction.

This system ensures sustainability from year to year despite any potential changes in personnel or staffing.

Instructional Approach

Even though we are computer based our instructors are provided the appropriate curriculum and pacing guides and resources through the computer based technology. We implement a number of strategies to determine instructional effectiveness and student growth. These tools include: classroom observations and walkthroughs, teacher evaluations, professional development opportunities in the areas of content, classroom management strategies, teaching strategies, technology integration and special education techniques, department meetings and mentoring programs.

Currently, we use Galileo, classroom pre and post testing, as well as AIMS testing results to formulate our instructional practices. The Galileo, classroom testing and AIMS results help teachers identify student needs and areas of emphasis in instructional content. Teachers, together with administrators, compile the data and determine in which areas the individual student is deficient. After analysis, strands and areas of weakness are identified and those areas are reemphasized through the remedial programs. In addition, foundational needs are identified and computer based instruction is used to fill in gaps in student skills. We also provide additional instructional time (flex time and extra hours) as well as individual student tutoring where needed.

Monitoring and assessment occurs through McEsa evaluations, classroom observations and documented walk-throughs during computer lab sessions. These are conducted on a monthly basis and the person conducting the walkthrough or observation provides rapid feedback so that the instructor can quickly implement changes in technique or content where required.

We make a consistent effort to strengthen our technology instruction. We have implemented and are using a variety of computer-based instruction programs. This provides us the ability to offer additional types of individualized instruction.

Professional Development

At E-Institute we recognize the importance of professional development for both our teachers and our administrators. Much of the available research indicates that one of the most effective factors influencing student achievement is having knowledgeable and enthusiastic teachers in the classroom. At E-Institute, we continue to revamp and upgrade our professional development program in light of this premise.

In the 2011-2012 school year, we began to develop and put into practice a professional development system that now focuses on achieving student learning goals and supporting student learning needs. This professional development system is intended to be a collaborative effort with teachers and administrators working together in developing and implementing the plan. We utilize school-based, job-embedded, and outsourced professional development opportunities with the goal of supporting the needs of all staff, both teachers and administrators, in providing differentiated training opportunities.

Our professional development system begins in August with start of the school year. At that time, our teachers and administrators meet to discuss and plan professional development strategies for the coming year. In August 2013 we provided Nova Net Training, Special Education Laws and Policies, academic goal setting, district policies and procedures, and Galileo training. On professional development days we implemented Galileo training, provided ELL Training and ELL inclusion strategies and PARCC readiness updates.

We monitor instruction closely by walk through and observations on a no-notice basis throughout the school year. In addition, teachers are evaluated twice during the school year through formal McEsa evaluations. During these evaluations areas are identified for teachers and professional development is planned individually through MCESA webinars and IDEAL Community and other seminars that are available.

Like our teachers and our schools, our professional development system is ongoing, collaborative and sustainable. As new teachers come on board, they are integrated into the professional development system within our campuses.

I. GROWTH

A. STUDENT GROWTH

e-institute Grovers is not rated, but consideration must be given towards the analysis of where our students started and what academic level they were prepared for upon initial enrollment. We consider the AIMS scores and place students in remedial math and reading classes according to their scores. We also use Galileo testing to determine grade level reading and areas for remediation.

In the area of math we use Xtra Math to build foundation, Catch Up Math as an alternative program that begins with math essential and leads into high school math. We use a Math Strategies class that has been developed to specifically help students improve their math AIMS scores. Our fall AIMS tests core proved that those students that participated in the Math Strategies class showed an overall improvement. Some of these students were also enrolled in the remedial math foundations classes (See appendix A & B)

Our sustained plan is to address individual deficiencies and provide foundation development when necessary. As the data indicates, we take the results from the standardized tests seriously. We have been able to discern areas of instructional strength and areas in which additional professional development and attention are necessary. Providing the additional professional development opportunities for our staff is a district-wide priority.

Most of our students in the subgroup are also FRL and our math that developed the Math Strategies and oversees the other remedial programs has attended several professional development seminars this year, including Math in-service for Title 1, 15 hours and is attending the NCTM Conference for the National Council Teachers of Mathematics for 4 days. These training help to develop new strategies for the challenges we face with our students low math scores.

In the area of reading, our language arts teacher works with students in the Buckle Down Books on a daily basis. Using the Galileo pre and posttest for grade level demonstrates if students are making progress or need more remedial work. (See Appendix E) If remedial work is needed we use the ALS program system for basic elements of reading. In these classes they go over reading comprehension and practice taking tests. (See AIMS tests result Appendix C & D)

Evaluation of student growth is not limited only to standardized test results. As discussed earlier, those results are critical to instruction, self-assessment and professional development. However, they also simply provide a snapshot of the overall student performance and growth. While we have our share of apathetic and transient students we also have our share of students that are genuinely seeking an alternative learning route and are highly motivated. We

consistently see these kids overcome foundational, socio-economic as well as cultural hurdles through hard work, dedication, seeking additional instructional support, the establishment of long-term goals, and overcoming doubt to believe in themselves and their potential success. In fact, often one of the first things we have to do is convince our students that they can succeed in school. Their program of study that provides a map to graduation is the first step. They earn credits more consistently and at a better graduation pace than before their arrival at e-institute High School. Attached is our Course Completion matrix that demonstrates that our students on average earn more credits than they did during their previous high school enrollment. (See Appendix F)

e-***Institute-Grovers*** will continue to monitor, evaluate and document the growth of our students as we re-build and reinforce the deficiencies that we uncover. We will do this through the utilization of periodic assessments, continuous class monitoring, and building our teacher effectiveness. We also utilize data to build on the academic strengths in order to reinforce higher-order learning skills and sustain momentum. . There are difficulties inherent to the structure of an alternative educational environment, but we provide students an academic choice that prevents a great number of potential dropouts.

B. IMPROVEMENT

We continue to focus on the lowest 25% of our students by adhering to our school plan of providing:

- Tutoring,
- Extended learning, staying after session,
- One on one time with the teachers.
- Accommodations in learning, modifying classes when needed
- Appropriate remediation

The areas focused on will be continuously monitored as we evaluate the effectiveness of these interventions through the utilization of periodic testing.

e-institute Grovers received an improved score for reading. This year, we provided our students with and required them to do additional work through our computer-based program. In addition, our language arts teacher focused on reading techniques and used the Buckle Down series as a resource.

All of these interventions will be monitored on a regular basis through the utilization of periodic testing. This routine testing will be implemented to monitor and document the progress of individual students through pre and posttest in classes.

II. PROFICIENCY

A. Percent Passing

Based on the information provided by the Department of Education, ***e-institute Grovers*** has moved from not rated in both reading and math to an acceptable measure.

Math scores improved due to a heavy emphasis on remedial courses, tutoring and the math strategies course. Proficiency in reading scores reflects the work of our remedial courses, Buckle Down reading and tutoring from our language arts teacher.

As referenced earlier in this submission, the many of our students come to us in a deficit situation. That may be with regards to AIMS results or credits completed either by year or by semester. With that in mind, our goal at ***e-Institute Grovers*** is to enable our students to achieve a passing score on their AIMS examination and to complete the required number of credit hours necessary to graduate from high school and to move on to post-secondary education opportunities.

B. PROFICIENCY SUBGROUP FRL

With the transient population, the ***e-Institute*** poverty rate fluctuates throughout the school year and from school to school. Although there are commonalities between our campuses, the demographics vary considerably and those can affect the poverty rate at each school. (See Appendix G)

Identification and placement

Students who scored FFB/APP on the previous AIMS are enrolled in Computer based math courses designed to improve their math knowledge in Algebra 1 and Geometry. Students may be recommended for Title I Targeted Assistance by a math teacher, principal or parent/guardian.

Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) are enrolled in one of these programs

- Xtra Math is an online course at www.xtramath.org. This course will help students by using skill drills to increase their basic math foundations. The time in this program is generally 4-6 weeks. Once this portion of the program is completed, they are then enrolled in Catch-up Math's auto-enroll portion of the online computer math program: www.catchupmath.com. This program will test their math competency and place them in one of five math courses (Essentials, Pre-Algebra, Algebra I, Geometry, and Algebra II).

- Students who can bypass the earlier Xtra-Math portion because they tested with a passing in the pretest portion are then enrolled into Catch-up Math's Pre-Algebra. Once student are proficient, they are assigned into an appropriate computer-based math course. Proficiency in this case will be evaluated regularly and systematically so that greater success in AIMS will be achieved.

- Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) are enrolled in a computer-based course that follows Arizona's Common Core High School Mathematics Conceptual Categories. Students enrolled, as needing this 'targeted assistance' will be closely monitored via ongoing formative testing in classes they are taking in order to ensure success on the AIMS test. ***e-Institute Grovers*** received a passing rating in this area on the dashboard and it is important to note that we have been diligently working to assist students in improving their math scores by using these courses and tutoring. We will continue to promote this type of targeted assistance in order to insure that our students are gaining in math skills and are successful in completion of the AIMS math test.

B. SUBGROUP ELL

1. Evaluating and Assessment of ELL

e-Institute Grovers does not have a rating for ELL but we take the identification and assessment of these students very seriously. (See Appendix H) From the time of enrollment, when parents and legal-age students complete their enrollment documentation, administrative assistants and principals are trained to properly identify students with ELL academic backgrounds. Specializing in an individualized education strategy for every student that enrolls with us, proper diagnosis of ELL students will help us to prepare their program of study. We will also prepare their instructors with any pertinent information that may assist within the classrooms, utilizing any academic background information available at that time.

We do not have a rating for ELL students at this time but we still have a plan in place. Teachers will assess an ELL student to determine whether their skill levels are low, intermediate,

high intermediate or somewhere in-between. Essentially they evaluate whether the student has the ability to comprehend grade-level text as delivered in English-based formats. From there, students work within their current skill-level to acquire more critical-learning skills, such as identification, analysis, summarization, ability to decode content vocabulary, use of context clues, etc. There is also an emphasis placed on applying these conventions into his or her communications and their ability to use English in relevant context.

Also critical to the success of our ELL population is finding ways to overcome hurdles in the computer lab environment. To over come any potential weakness for the ELL student in the lab curriculum, we have found that printing notes, additional study materials and slideshows are extremely helpful and supportive for students that need to reflect back during assessments and tests. This strategy is also helpful with our significantly larger SPED population. The self-paced nature of the classes is very accommodating and motivating for our ELL students, as they do not feel left behind and can progress at a pace that ensures comprehension. We also provide supplemental resources and tools for an ELL student in the computer lab to help with difficult concepts and vocabulary, in addition to working with these students one-on-one.

D. SUBGROUP SPED

Overview

For each eligible student, the ***e-Institute*** High Schools (the schools) provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the IDEA, deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program.

1. Student Growth and Improvement

The principal objectives of our special education program are simple, 1) to help the student achieve their potential functionally, behaviorally, and academically, and 2) to help the student graduate from high school. The special education student's improvement plan, including identification of his or her functional and behavioral as well as academic strengths and weaknesses as well at the most recent improvement strategy agreed to by the school, the parent, and the student is formalized in the student's IEP, which is reviewed and amended, as needed, annually. In order to facilitate student improvement, we establish benchmarks for current performance. For the special education student, we may identify benchmarks and goals for student attendance, school behavior, academic skills level, progress toward graduation, and/or achievement on state-mandated tests. For either the returning or newly enrolled student, the

Program of Study (POS), which is a summary of classes completed, AIMS test scores, classes to be scheduled, and the proposed classroom setting for each class, and becomes the "road map" for graduation.

For the returning student, the process of benchmarking is continued when we review the IEP in addition to the report cards and IEP progress reports from the previous school year.

- Following our review of this data, we are able to either confirm or adjust the benchmarks, which were established when the IEP was written.

- After this review of benchmarks, we are able to propose adjustments to accommodations, modifications, goals, classroom setting, and services, which may be needed in order to either help the student maintain their current attendance pattern, academic skills, school behavior, and level of performance on state-mandated tests as well as the current pace of their progress toward graduation or to help the student achieve improvement in one or more of these areas. (Appendix H)

- In order to complete the review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain an updated TABE academic assessment as well updates of the student's Self-evaluation and Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune our proposal for adjustments to the student's special education program for the new school year. Minor adjustments to the accommodations, modifications, services, or related services, documented in the current IEP, will be implemented immediately. Prior to initiating major adjustments, new services, or new related services, a parent meeting will be conducted, at which either an IEP Addendum or a new IEP will be documented.

For the newly enrolled student, the process of benchmarking can begin:

- We receive a copy of the student's incoming transcript, which we use in order to document the POS;

- We are unable to identify accommodations, modifications, or services that may be needed for specific classes or in specific classroom settings until we receive the student's IEP and Evaluation report from his or her previous school. These documents provide the initial benchmarking of the student's functional, behavioral, or academic strengths and weaknesses as well as the most recent improvement strategy, which was agreed to by the school, the parent, and the student.

- After reviewing the IEP and Evaluation, we are able to propose accommodations, modifications, goals, and services that we believe will be appropriate for the student.

- At this point, we are able to document the parameters of initial placement at our school, as an IEP Addendum, which is provided to the parent or the adult student.

- In order to complete our review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain a TABE academic assessment as well as student responses to a Self-evaluation, a Typology assessment, and a Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune the student's special education program for the current school year.

Following the creation of either an IEP Addendum or a new IEP for the returning student or an EP Addendum for the new student, a digital copy of the document is made available to the school administrator and the teaching staff for reference. After the program is initiated or updated, class assignments must be approved by the special education staff, and the staff will begin to provide consultation support for the teachers in order to identify individualized accommodation or modification that may be needed in order for the student to be successful in their classrooms.

The special education staff will, also, begin to identify specialized instructional support, including access to computer-based intervention or text-based, modified curriculum, or behavioral support, including a functional behavioral analysis and a behavior intervention plan, which may be needed in order to facilitate growth in academic skills, school attendance, or school behavior. In addition, the special education staff will begin to identify tutoring support, including help with assignments or preparation for state-mandated testing, which may be needed in order to facilitate improvement in classroom performance as well as performance AIMS testing sessions. Lastly, the special education staff will begin working directly with the student in order to identify the study skills support, including help scheduling class work, scheduling and completing make up work, or providing one-on-one test administration, which may be needed in order to facilitate improvement in classroom productivity and progress toward graduation.

2. Assessment and Achievement

After special education services are initiated, student attendance, work habits, and communication with teaching staff are the factors that have proven to be essential to student success

Student attendance is monitored weekly and student performance in the computer lab is monitored at three-intervals as well as at the end of the twelve-week grading block. While consultation with teachers occurs, at least, monthly, if an issue in student attendance is noted during weekly monitoring or if a teacher identifies a concern or issue regarding student behavior or academics, a student and/or parent consultation is conducted. It is likely that, following the consultation, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related will be initiated. Depending upon the severity of the issue or concern identified, an IEP Addendum or a new IEP may be initiated. At the end of each grading period, the student's report card as well as an IEP Progress Report is provided to the parent or the adult student. Prior to classes being scheduled for the next block, appropriate updates and adjustments are made to the student's POS then the POS, report card, and IEP Progress Report are reviewed with the student. Following this review, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related services may be initiated. If significant changes in the program appear to be needed, the parent, student, school administrator, and appropriate school staff members, will conduct an IEP review, during which either an IEP Addendum or a new IEP will be initiated.

During any given school year, benchmarking, initiating, monitoring, reviewing, modifying, and reporting occur hundreds of times as we attempt to support the students who pass through our special education program. Although we cannot guarantee their graduation, we can ensure that each student is provided the opportunity to succeed.

III. STATE ACCOUNTABILITY

e- ***Institute Grovers*** was not rated but we focus closely on the following:

- Attendance. Those students who were absent were called and encouraged them to return quickly so as not to lose time thus putting them behind.
- Course completion and adherence to meeting educational standards in the computer lab.
- Insuring that those students who were struggling in the learning environment were quickly identified and accommodations were made to insure their success. The additional work provided to them was used as an accountability tool to insure that necessary
- Learning was occurring by monitoring classes and lessons completed by required times.

IV. GRADUATION

a. Increasing Graduation Rate

:

- An individual program of study for each student that outlines a map for graduation. Students understand by looking at this map how many classes they have left to complete.
    1. This sets pace for completing classes and daily goals for competing lessons.
    2. Encourages attendance and offers flexible make up time.
    3. Students are encouraged to stay at school longer to complete work if needed.
- Assign credit recovery classes when appropriate
- Education Career Action Plan
    1. AZCIS program is initiated when the student starts school
    2. Students work with teachers to explore the system and follow the work set for each year of high school
    3. Students are guided through exploratory tests to find ideas for future careers
    4. Students explore colleges or vocational schools that fit their interests
    5. Teachers guide students to fill out college admissions forms and FAFSA forms
- Students may take classes at community college while attending high school
    1. Encourage students to stay in school and work for their diplomas
    2. Staff support: Each student works with a member of the staff. The appointed staff member monitors student progress to ensure student is on track for graduation.
- The involvement of parents via conferences, in addition to academic and attendance contracts with students will be created, rigorously implemented, and followed not only to support the students but also to ultimately point the student towards graduation.

b. Academic Persistence

Student retention and persistence are an unavoidable challenge for nearly all alternative schools, though at ***e-Institute*** Charter High Schools we are constantly striving to overcome the obstacles of student transfers, withdrawals, and drop-outs. The charter school movement has led

to a wide range of choices for students and families, and in order to retain students, ***e-Institute Grovers*** must stay competitive by offering a program and product that is designed to meet the needs of students, as well as, offering an alternative to both the traditional, classroom-centered district as well as to modern online education options that are becoming more widely available.

e-Institute Grovers was not rated in 2013. We received more students from district schools that referred us for credit recovery. Many of our enrollments went back to the district schools to complete their education after recovering credits at our school. Most of our students graduate and earn more credits with us than at previous schools. (See appendix I)

"Academic Persistence" success is due to a number of features of our programs that set us apart from other similar institutions.

- Self-paced programs – all students learn at different speeds, our programs allow students to complete lessons and classes in a manner that best suits their learning and life styles, including options for acceleration or extension of classes, allowing students a wide variety of options in such areas as credit recovery and early graduation.

- Individualized programs of study - ***e-Institute Grovers*** students are assigned to classes based on individuals needs, determined by previous transcripts, state and district testing data, and student feedback. .

- Flexible scheduling – ***e-Institute Grovers*** offer students a choice between morning and afternoon classes, with select campuses also offering evening classes. Other educational institutions offer less flexibility for students, who often live busy lives outside of the school setting, including jobs, hobbies and families. This flexibility allows students who might otherwise withdraw or transfer to make changes to their class schedules, leading to high levels of academic persistence. In addition to a choice of sessions, ***e-Institute*** also offers a 'Flex Program," which allows students to make-up hours of absence, as well as options for summer enrollment such as an extension track and an early start program in the months of June and July.

- Open enrollment – all ***e-Institutes*** campuses have an open enrollment policy, which means students are not constrained by a block or semester schedule. Whereas some other schools may turn students away because of a school calendar. ***E-Institute*** accepts all students no matter the time of year.

- Small class size – One of the most common reasons that our administrators hear for students and families seeking out an alternative education is class size. Parents and students often cite chaos, drama, and lack of one-on-one attention as reasons for

dissatisfaction with traditional educational. Utilizing low student to teacher ratios, e-Institute provides a product that meets the demands of the market.

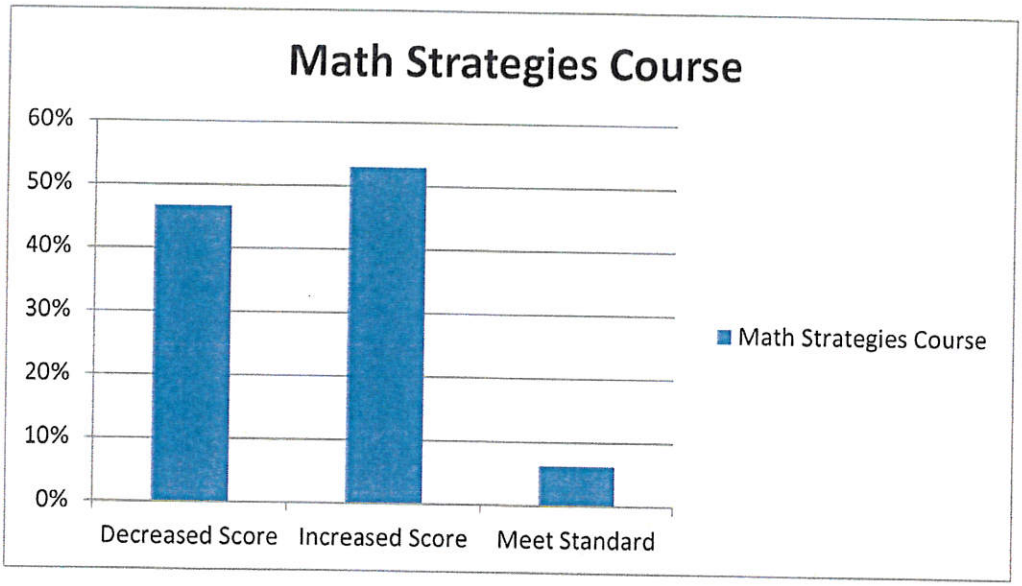
- Long/short-term planning and student counseling – A benefit of our computer classes is that students are aware of the course content at the beginning of the class and can use that available information to plan their future in both the short and long-term. Students meet regularly with administrators and instructional staff to determine their educational goals and synthesize both long and short-term plans, including which classes they will need to complete in which blocks, as well as how many lessons they will needs to complete per day in order t meet their goals.

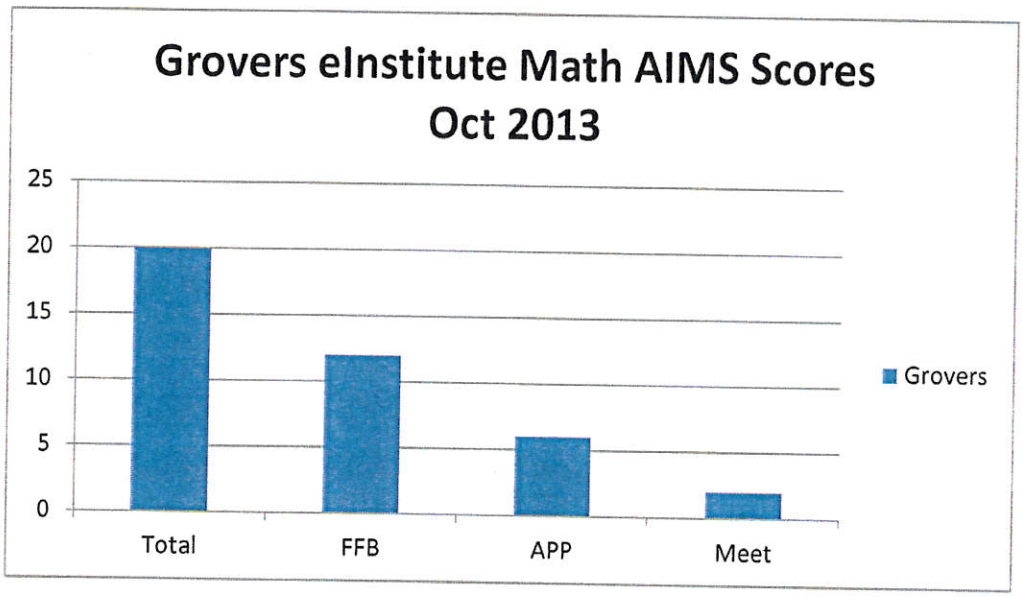
- Parent contacts – A strong student support system in the home is often the key to student success and persistence; by involving parents in the educational process as often as possible. ***E-Institute*** ensures that students are invested and held accountable for their choices. ***E-Institute*** strives to foster a strong relationship with important educational stakeholders by the use of daily attendance calls (School Reach), as well as ongoing conferences and contacts by administration and instructional staff.

- Minimum requirements – not all students in the educational setting are college-bound; many students view high school as simply an obstacle they must overcome before beginning their real lives. By offering student the state minimums in attendance and number of credits required to graduation, ***e-Institute*** appeals to students who are attempting to complete their programs as quickly and with as few extraneous distractions as possible.

- "Last Chance" Program – As an alternative program, the fact remains that many students come to e-Institute having exhausted choices at other educational institutions. Because of our open enrollment policies, we accept all students regardless of their educational and behavioral histories. It could be said that we often help students that have few or no other options for education due to test scores, behavioral histories, number of credits, or age.

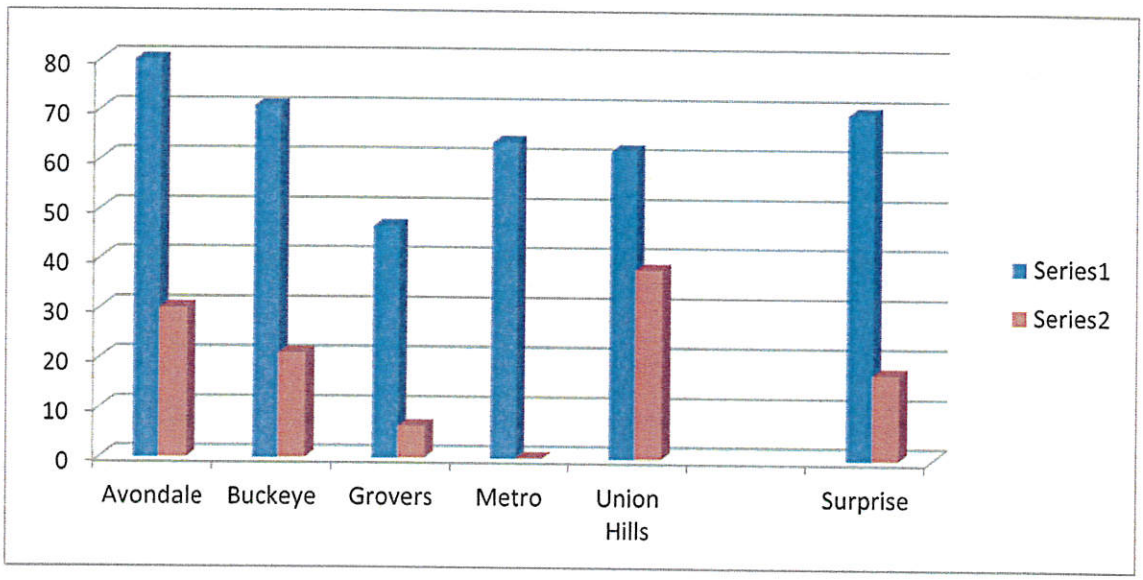
Appendix A


Math Strategies Course
60%
50%
40%
30%
20%
10%
0%
Decreased Score
Increased Score
Meet Standard
Math Strategies Course

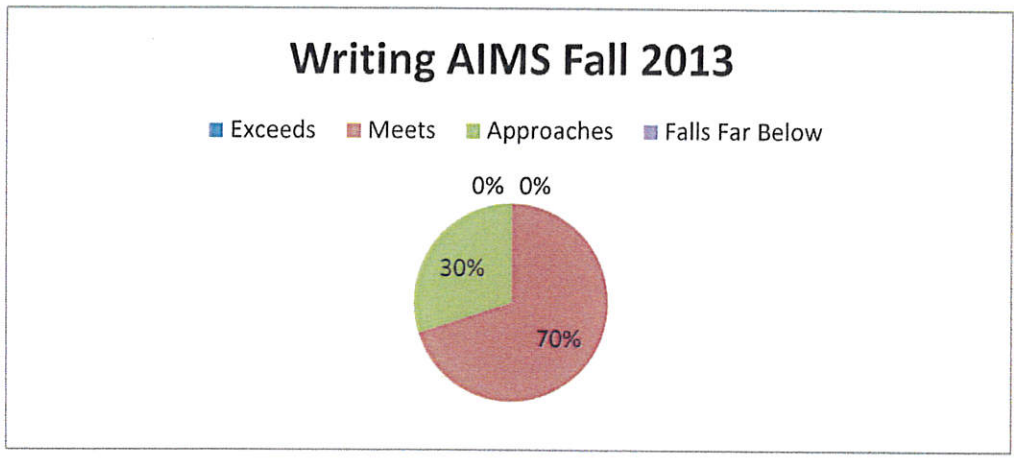

Grovers eInstitute Math AIMS Scores
Oct 2013
25
20
15
10
5
0
Total
FFB
APP
Meet
Grovers

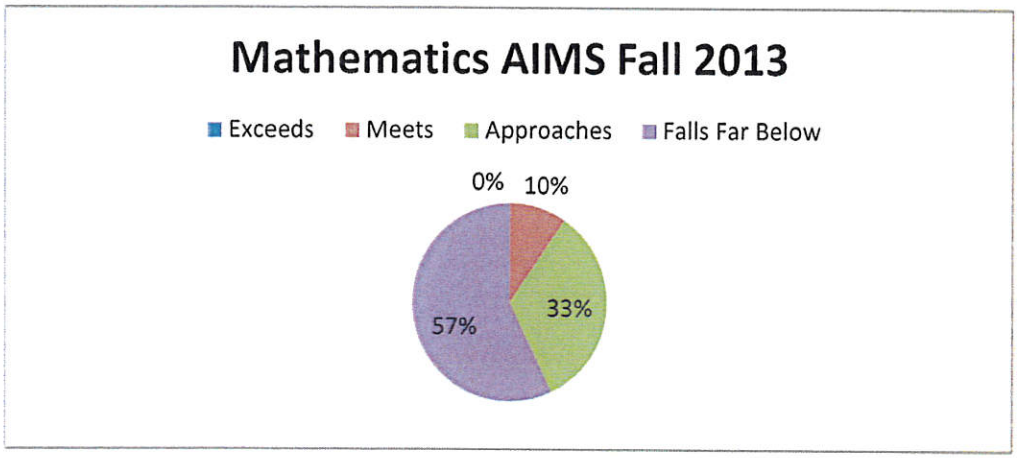
Appendix B

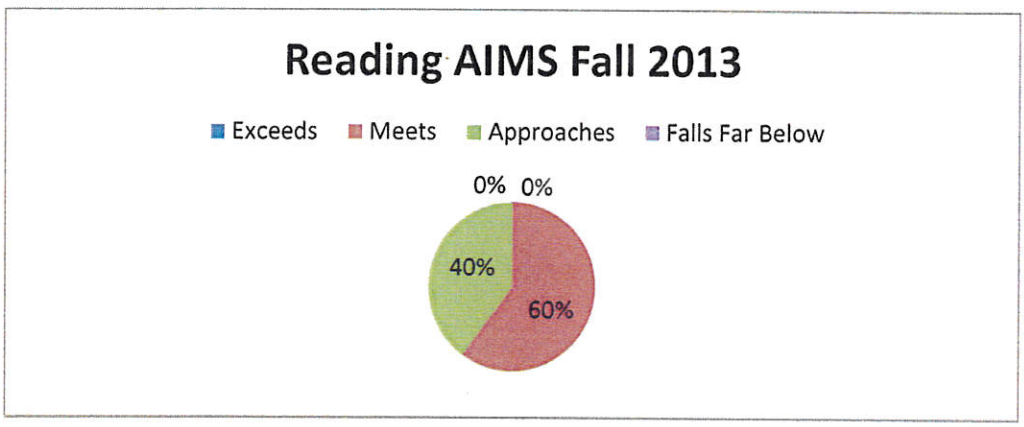
Math Strategies Course vs DI AIMS Prep Class						
School	Avondale	Buckeye	Grovers	Metro	Union Hills	Surprise
% of MS increased scores	80	70.8	46.7	63.6	62	69.6
% of MS who MEET	30	21	6.3	0	38	17.2

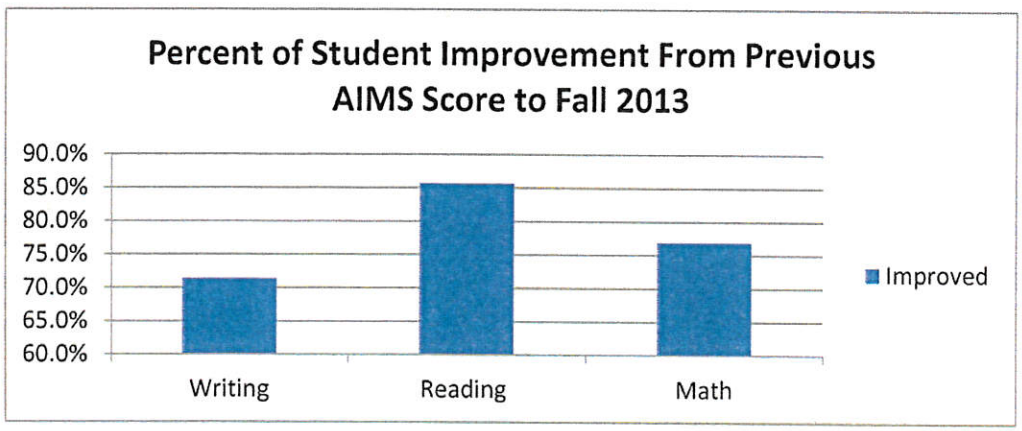


Appendix C

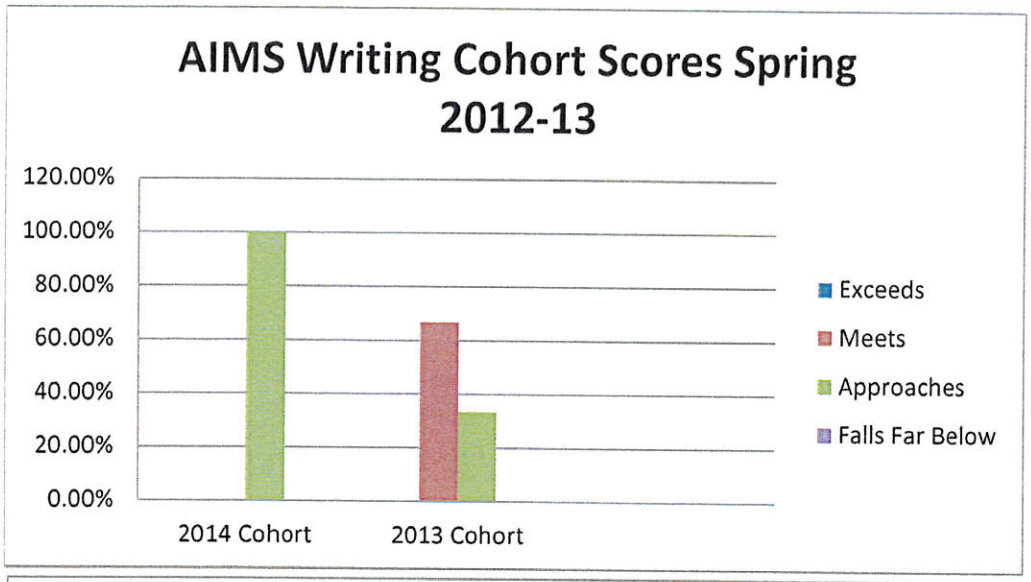

Writing AIMS Fall 2013
Exceeds
Meets
Approaches
Falls Far Below
0%
0%
30%
70%

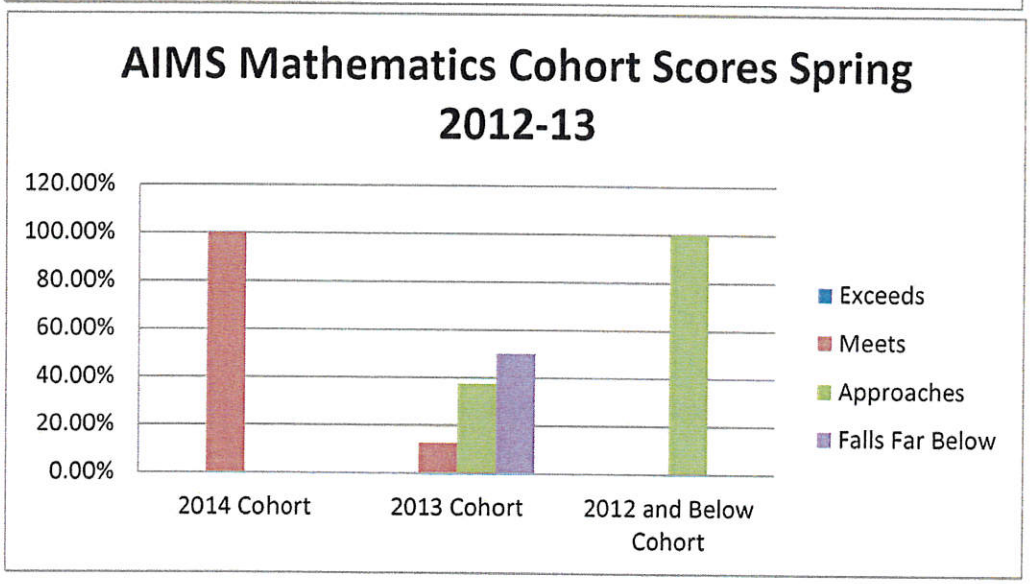

Mathematics AIMS Fall 2013
Exceeds
Meets
Approaches
Falls Far Below
0%
10%
33%
57%

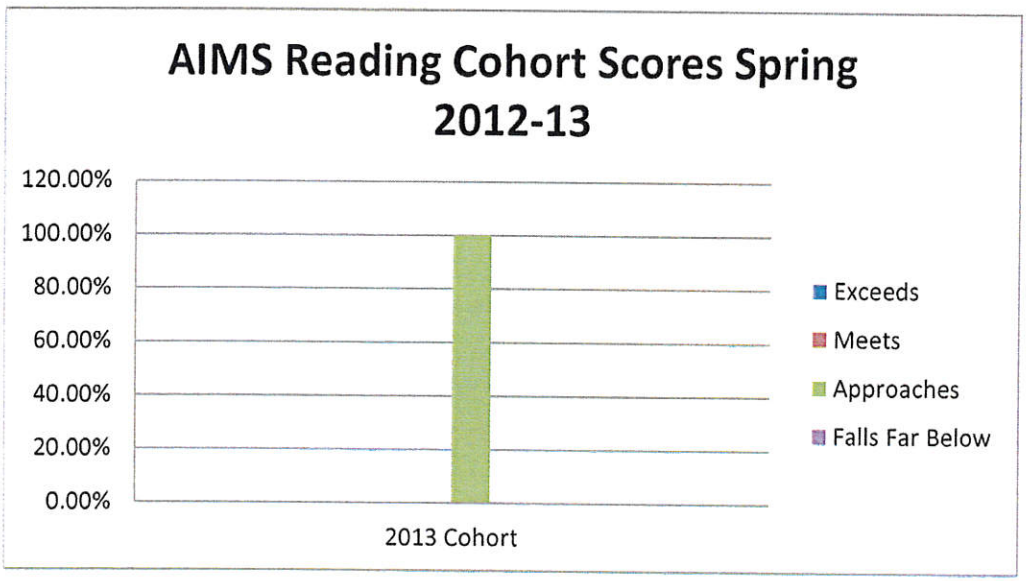

Reading AIMS Fall 2013
Exceeds
Meets
Approaches
Falls Far Below
0%
0%
40%
60%


Percent of Student Improvement From Previous AIMS Score to Fall 2013
90.0%
85.0%
80.0%
75.0%
70.0%
65.0%
60.0%
Writing
Reading
Math
Improved

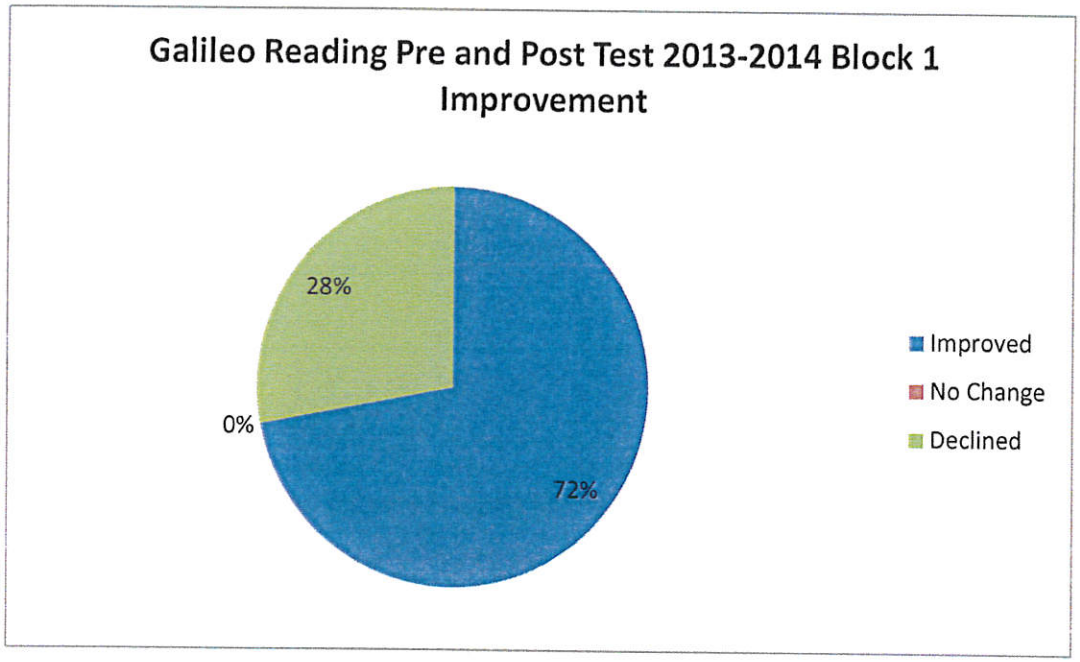
Appendix D


AIMS Writing Cohort Scores Spring 2012-13
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
2014 Cohort
2013 Cohort
Exceeds
Meets
Approaches
Falls Far Below

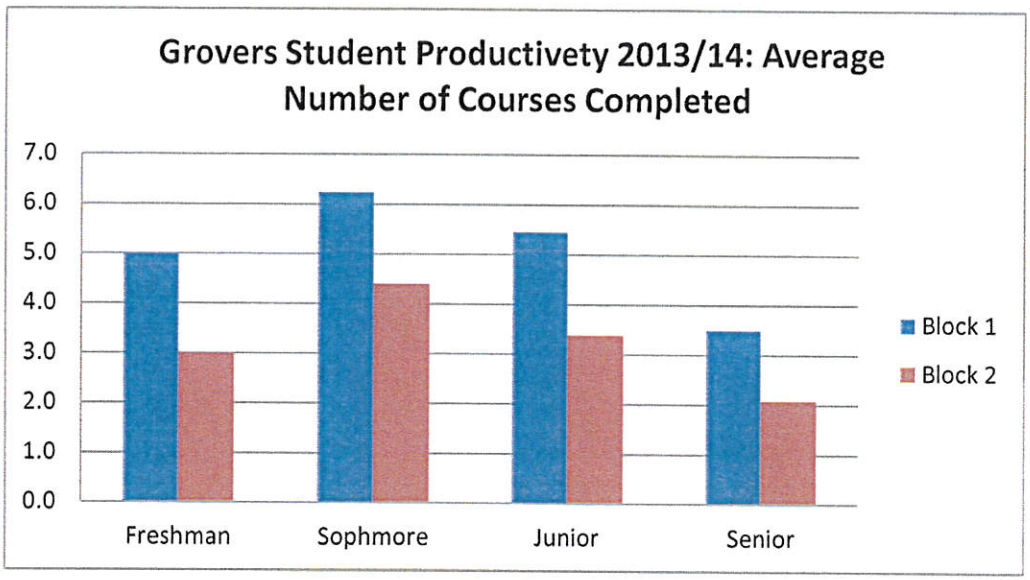

AIMS Mathematics Cohort Scores Spring 2012-13
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
2014 Cohort
2013 Cohort
2012 and Below Cohort
Exceeds
Meets
Approaches
Falls Far Below

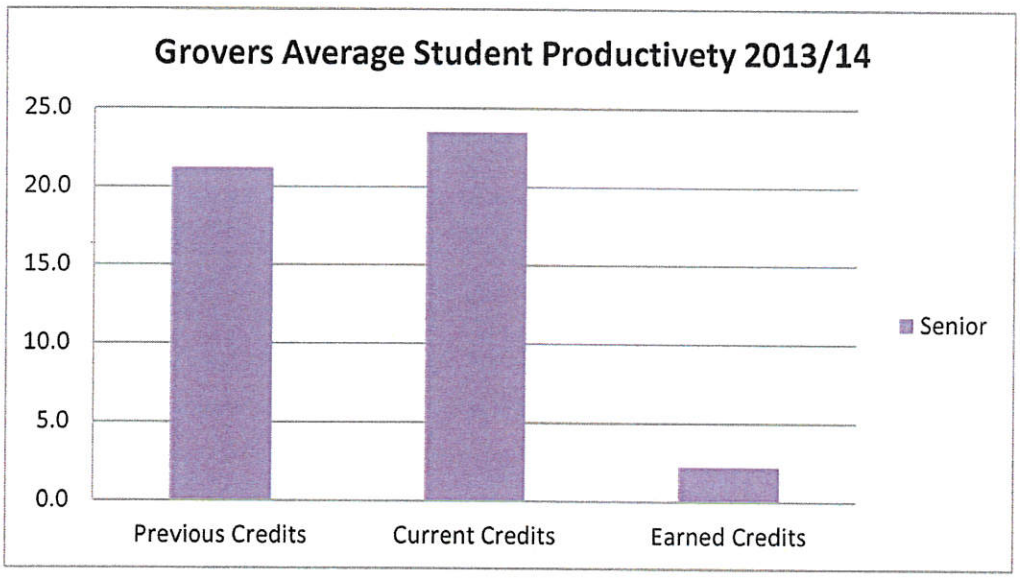

AIMS Reading Cohort Scores Spring 2012-13
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
2013 Cohort
Exceeds
Meets
Approaches
Falls Far Below

Appendix E


Galileo Reading Pre and Post Test 2013-2014 Block 1 Improvement
28%
0%
72%
Improved
No Change
Declined

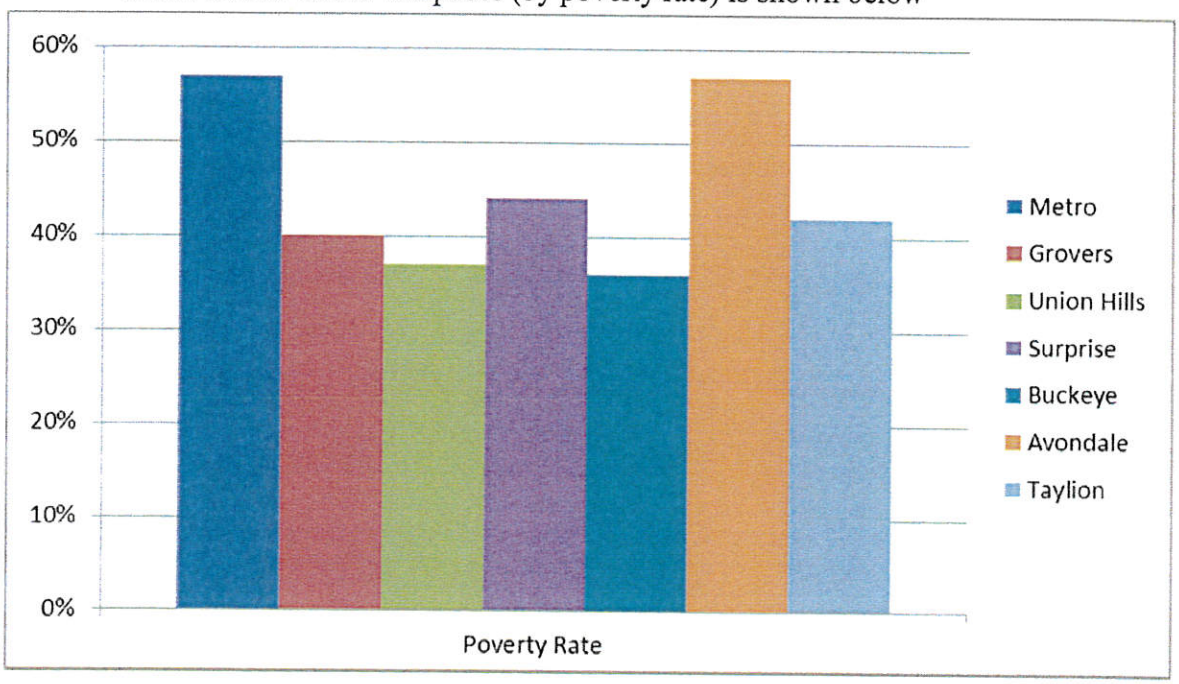
Appendix F


Grovers Student Productivety 2013/14: Average Number of Courses Completed
7.0
6.0
5.0
4.0
3.0
2.0
1.0
0.0
Freshman
Sophmore
Junior
Senior
Block 1
Block 2

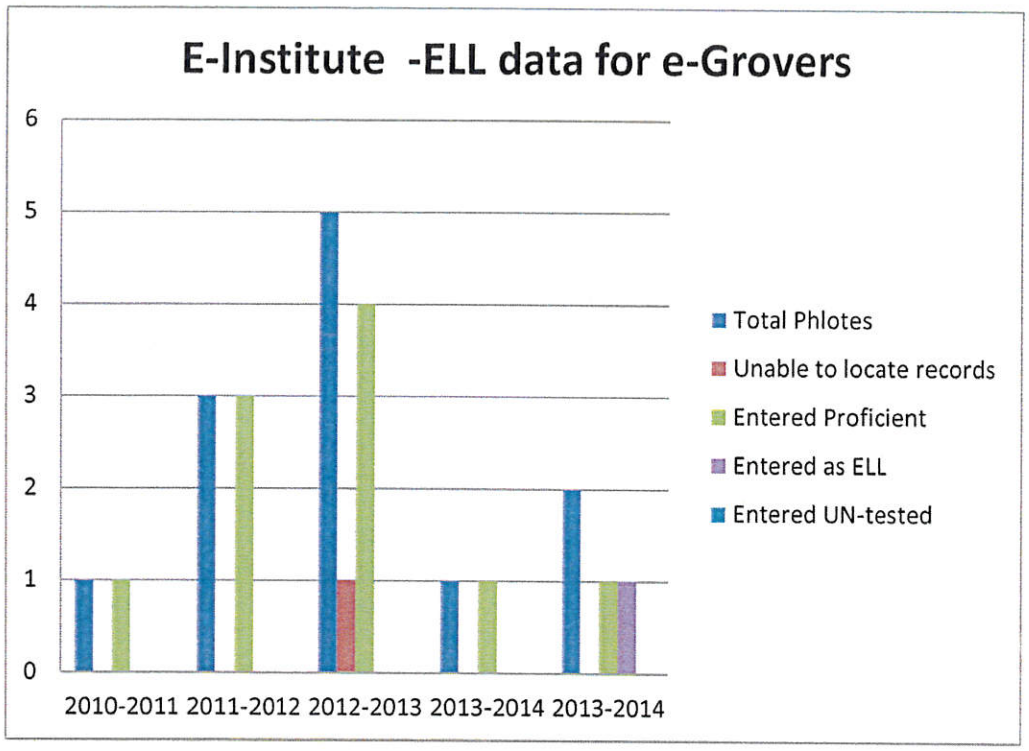

Grovers Average Student Productivety 2013/14
25.0
20.0
15.0
10.0
5.0
0.0
Previous Credits
Current Credits
Earned Credits
Senior

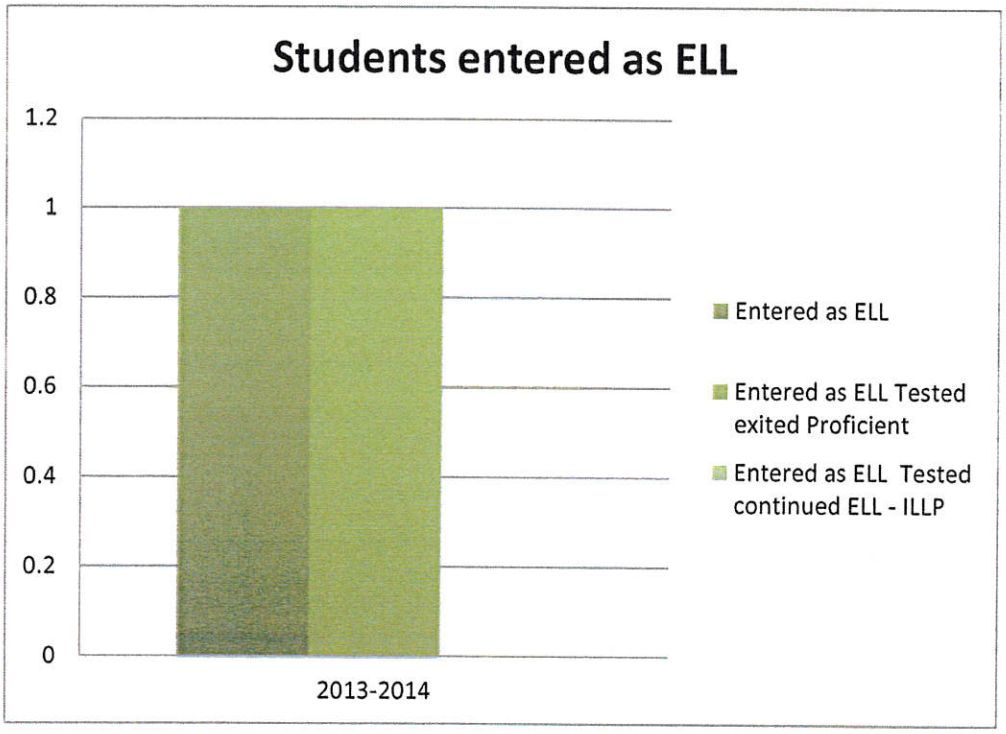
Appendix G

An overview of our campuses (by poverty rate) is shown below

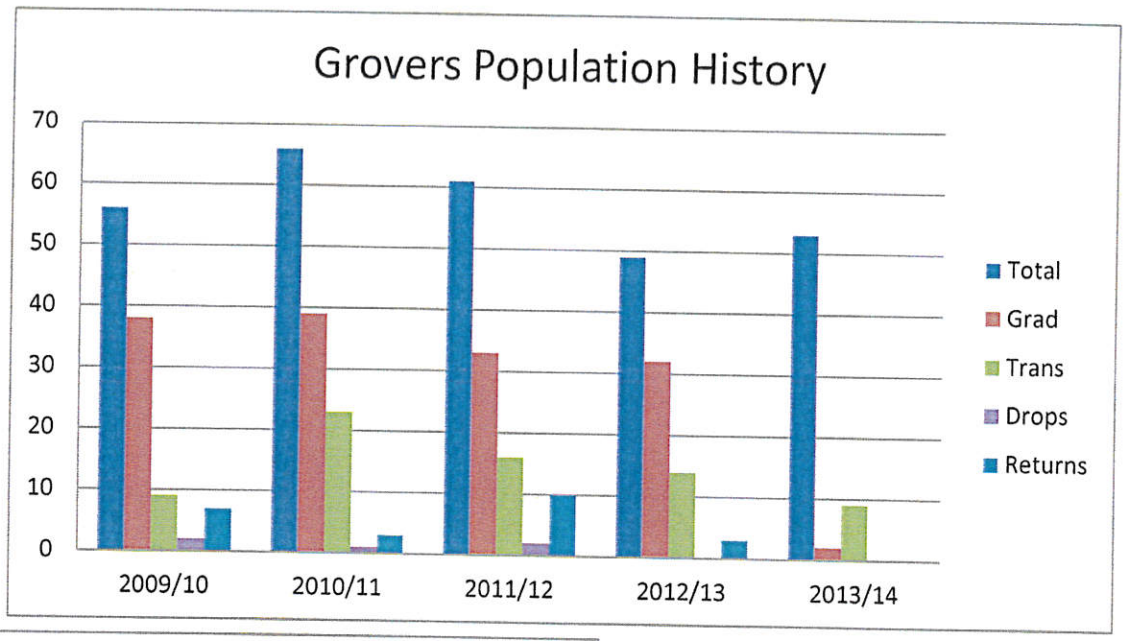


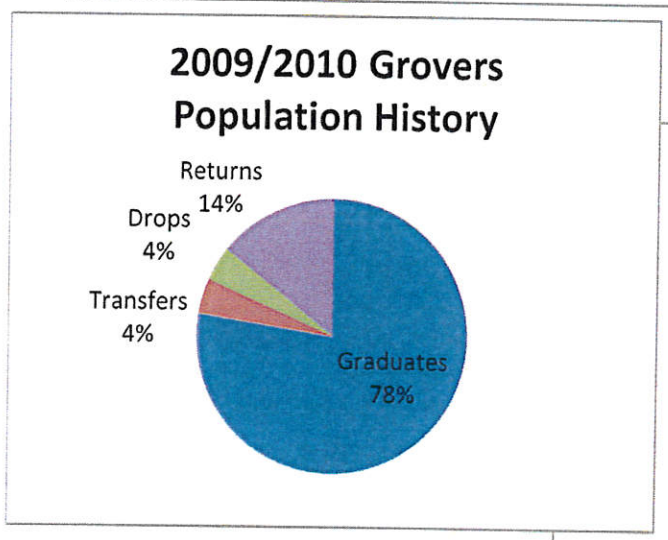
Appendix H

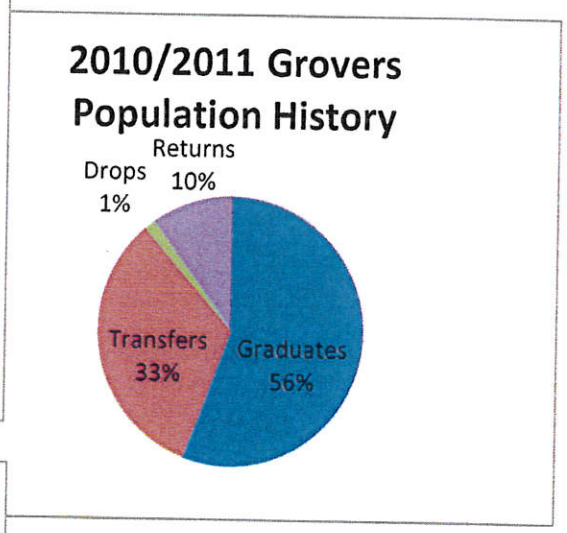

E-Institute -ELL data for e-Grovers
6
5
4
3
2
1
0
2010-2011
2011-2012
2012-2013
2013-2014
2013-2014
Total Phlotes
Unable to locate records
Entered Proficient
Entered as ELL
Entered UN-tested

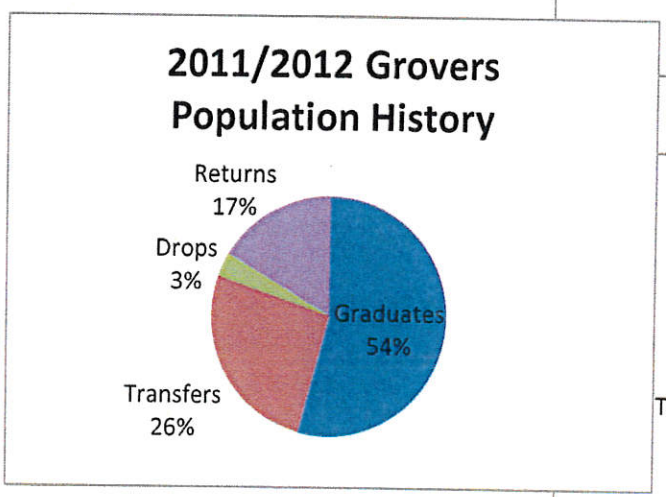

Students entered as ELL
1.2
1
0.8
0.6
0.4
0.2
0
2013-2014
Entered as ELL
Entered as ELL Tested exited Proficient
Entered as ELL Tested continued ELL - ILLP

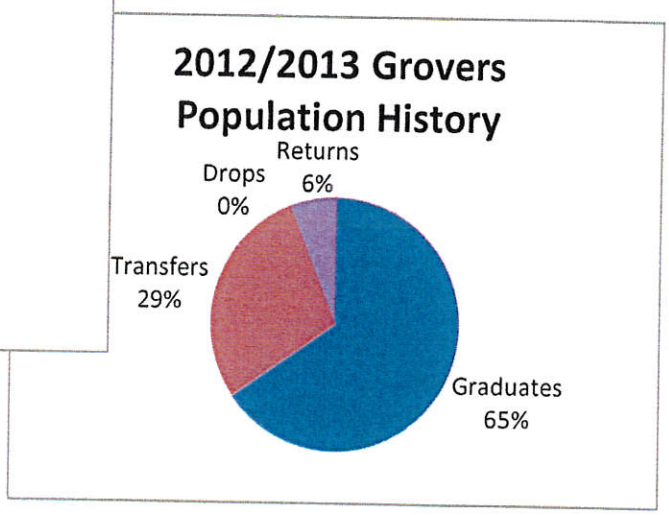
Appendix I


Grovers Population History
70
60
50
40
30
20
10
0
2009/10
2010/11
2011/12
2012/13
2013/14
Total
Grad
Trans
Drops
Returns


2009/2010 Grovers Population History
Returns 14%
Drops 4%
Transfers 4%
Graduates 78%


2010/2011 Grovers Population History
Returns 10%
Drops 1%
Transfers 33%
Graduates 56%


2011/2012 Grovers Population History
Returns 17%
Drops 3%
Graduates 54%
Transfers 26%


2012/2013 Grovers Population History
Returns 6%
Drops 0%
Transfers 29%
Graduates 65%

DEMONSTRATION OF SUFFICIENT PROGRESS (DSP) – *e-Institute @ Metro*

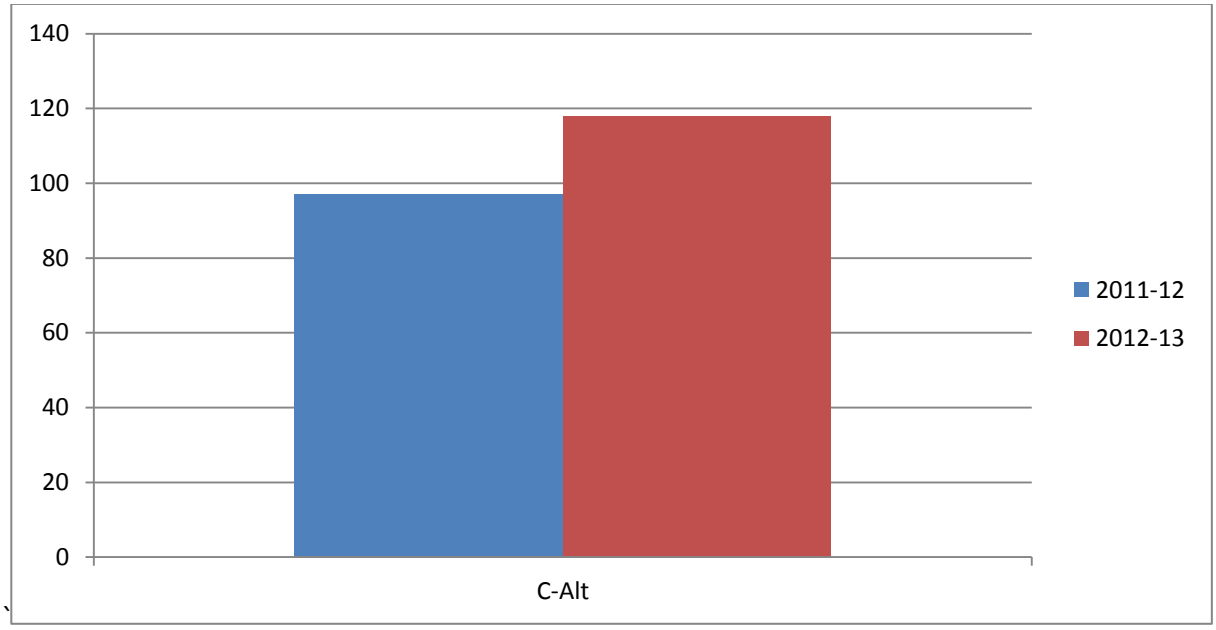
INTRODUCTION:

E-Institute @ Metro is a small alternative charter high school located in the North Central region of Phoenix. ***E-Institute @ Metro*** serves a broad spectrum of the community with fifty-seven percent of the student population (57%) comprised of Hispanic students, twenty-eight percent (28%) White and ten percent (10%) Black, five percent (5%) Native American, and less than one percent Asian or Pacific Islander. These percentages are rounded. (Appendix A).

Many students come from poor socio-economic backgrounds with limited support from parents or guardians in completing their high school education or encouragement to go beyond high school to college. Many will be the first person in their family to receive a high school diploma.

School Report Card

As an initial indicator of our school's performance, the Department of Education School Report Card grade for Academic Performance has been a "C-Alt" both in 2011-2012 as well as 2012-2013 school years. A closer look at these scores provides a bit more information and shows growth.



For the 2011-2012 school year, Metro's score was a 97. This was at the low end of the "C-Alt" grade range. The following year, our score increased to 118 which put us firmly in the middle of the "C-Alt" grade range. We recognize that, as a "C-Alt" school, we still have a ways to go before we reach our goal of being an "A" school. But this increase in our score is an indicator that we are making progress and expect to continue to make progress.

Curriculum

E-Institute is a hybrid school offering instruction through a combination of traditional classes and computer based learning. The curriculum for this blended model varies between classroom instruction and computer labs. Our traditional classes follow a curriculum that follows the College and Career Readiness Standards as adopted by the State of Arizona. Curriculum and pacing guides were developed and are updated by a district curriculum committee with representatives from all campuses.

Our teachers are responsible for implementing our traditional curriculum in the classroom. They are required to use our curriculum and pacing guides when developing lesson plans and presenting classroom activities. Lesson plans are reviewed by individual principals and are compared by teachers in district wide department meetings. District wide departmental meetings are held throughout the year and allow teachers to collaborate and compare ideas about implementation of the curriculum and to review what works and what may need refinement to benefit student growth.

Our Computer based curriculum is designed as credit recovery which is essential for our alternative status. Our computer based curriculum is flexible in that we can assess and evaluate our student's performance based on skill levels and previous academic success. The content of language arts and math computer classes is adjusted for areas where students need more repetition to increase their speed and accuracy. These computer classes not only allow teachers to modify/individualize practice according to each student's needs, but also provides instant analysis of class-and school wide results at multiple stages to pin point specific performance indicators that require extra attention.

Our computer based instructional programs are selected by committee after an initial pilot program. The pilot program allows us to assess student growth, credit recovery, implementation, and any technological issues that may arise. If the pilot program is successful, the computer based learning program may be rolled out to all the campuses.

Our computer based instruction is assessed throughout the school year. Our computer labs are always staffed by a highly qualified teacher who is present to answer questions and facilitate instruction.

This system ensures sustainability from year to year despite any potential changes in personnel or staffing.

Instructional Approach

Once instructors are provided the appropriate curriculum and pacing guides and resources, we implement a number of strategies to determine instructional effectiveness and student growth. These tools include: classroom observations and walkthroughs, teacher evaluations, professional development opportunities in the areas of content, classroom management strategies, teaching strategies, lesson planning, technology integration and special education techniques, department meetings and mentoring programs.

Currently, we use Galileo, classroom pre and post testing, as well as AIMS testing results to formulate our instructional practices. The Galileo, classroom testing and AIMS results help teachers identify student needs and areas of emphasis in instructional content. Teachers, together with administrators, compile the data and determine in which areas the individual student is deficient. After analysis, strands and areas of weakness are identified and those areas are reemphasized during classroom instruction. In addition, foundational needs are identified and computer based instruction is used to fill in gaps in student skills. We also provide additional instructional time (flex time and extra hours) as well as individual student tutoring where needed.

All direct instruction class lesson plans and teaching strategies are submitted, reviewed and revised as necessary. Monitoring and assessment occurs through McEsa evaluations, classroom observations and documented walk-throughs during direct instruction and computer lab sessions. These are conducted on a monthly basis and the person conducting the walkthrough or observation provides rapid feedback so that the instructor can quickly implement changes in technique or content where required.

Recognizing e-Institute High School's practice of blending traditional classes with computer-based instruction, we are making a consistent effort to strengthen our technology instruction. We have implemented and are using a variety of computer-based instruction programs. This provides us the ability to offer additional types of individualized instruction.

Professional Development

At E-Institute we recognize the importance of professional development for both our teachers and our administrators. Much of the available research indicates that one of the most effective factors influencing student achievement is having knowledgeable and enthusiastic teachers in the classroom. At E-Institute, we continue to revamp and upgrade our professional development program in light of this premise.

Beginning with the 2011-2012 school year, we began to develop and put into practice a professional development system that now focuses on achieving student learning goals and supporting student learning needs. This professional development system is intended to be a collaborative effort with teachers and administrators working together in developing and implementing the plan. We utilize school-based, job-embedded, and outsourced professional development opportunities with the goal of supporting the needs of all staff, both teachers and administrators, in providing differentiated training opportunities.

In developing and identifying the professional training opportunities, we look to support the vision, mission, and goals of the E-Institute campuses and Learning Matters Educational Group. As part of the development process, the plan undergoes annual evaluations based upon student achievement and staff needs. However, given that we are a small district, we have the ability to react quickly to issues that are brought to our attention during the school year. Therefore, in addition to the annual evaluations, we can and do make changes to our training with each block as needed.

Our professional development system begins in August with start of the school year. At that time, our teachers and administrators meet to discuss and plan professional development strategies for the coming year. Administrators and teachers collaborate to identify specific opportunities and needs for the coming year. At this time, initial plans are outlined on a professional development calendar. This calendar is utilized and revised throughout the year. Administrators bring newfound opportunities to the attention of the instructors. Instructors are encouraged to identify training opportunities that have relevance and interest to them.

We monitor instruction closely by walk-throughs and observations on a no-notice basis throughout the school year. In addition, teachers are evaluated twice during the school year through formal McEsa evaluations. Teachers identified as needing remediation in math or language arts strategies receive additional training. Our teachers also observe their colleagues who demonstrate strong teaching skills in the classroom through a mentoring system. Teachers and administrators continue to meet on scheduled district-wide professional development days to participate in growth activities.

Like our teachers and our schools, our professional development system is ongoing, collaborative and sustainable. As new teachers come on board, they are integrated into the professional development system within our campuses.

I. GROWTH

A. STUDENT GROWTH

According to the Dashboard, ***E-Institute @ Metro*** has demonstrated growth in the Student Growth Percentile (1a. SGP) in both Math and Reading. We went from a 20 score in math in 2012 to a 35 in 2013. Our reading score increased during the same period from 34.5 to 44.5. As in most areas, there is still plenty of room for growth and we are not yet satisfied with our performance.

Data shows that our students are more successful at our school than at previous schools. ***E-Institute @ Metro*** implements and utilizes standard testing instruments in order to accurately assess our student-base, and as a means to guide instruction. For example, ***E-Institute @ Metro*** utilizes the Galileo instrument for assessment purposes. Galileo is a relatively new assessment tool in our school. Data only goes back about one year at this time. For purposes of instruction, we have utilized the Galileo Instructor Effectiveness tests to assess our teacher's instructional performance. The data from our Galileo tests is attached as Appendix B.

Other data that we use to measure student growth and instructor effectiveness are AIMS scores (Appendix C) classroom benchmarking, progress through performance (Appendix E) attendance, as well as pre and post-tests in computer lab courseware.

Galileo has shown itself as a valuable measuring instrument as reflected in the math scores for 9th and 10th graders where there is growth and improvement with students approaching 'close' to standard scores in both pre and post-tests. There are many other factors and various data tools that we also utilize to demonstrate growth on an individualized basis. Another major factor that we incorporate in our assessment of student growth is the analysis of the specific student population that comprises the foundation of our schools' demographics.(Appendix A) This is another critical component that delivers useful information and data that provides insight and direction towards educating our students. The purpose for data is to drive instruction and facilitate student growth.

Unfortunately, many students we service arrive lacking basic academic foundational skills and are deficient in some of the most basic of skills. We consistently find previous issues of poor academic performance, violations of attendance policies, behavior infractions, and long gaps of time during which the student was not enrolled in school. While this does not represent every student it is appropriate to note, that as an alternative charter school, we enroll students for every reason imaginable and each student's situation is unique. The student model has indicated to us that our students need a great deal of skill building and foundational help. We seek to address these students' needs by placing them in appropriate courses where the instructor uses remediation, and other skill building tools. Our students are provided additional learning opportunities, flextime, one on one tutoring, remediation, skills building tools and courses, and additional monitoring and follow up testing.

Our sustained plan is to address individual deficiencies and provide foundation development when necessary. As the data indicates, we take the results from the standardized tests seriously. We have been able to discern areas of instructional strength and areas in which additional professional development and attention are necessary. Providing the additional professional development opportunities for our staff is a district-wide priority.

Evaluation of student growth is not limited only to standardized test results. As discussed earlier, those results are critical to instruction, self-assessment and professional development. However, they also simply provide a snapshot of the overall student performance and growth. While we have our share of apathetic and transient students we also have our share of students that are genuinely seeking an alternative learning route and are highly motivated. We consistently see these kids overcome foundational, socio-economic as well as cultural hurdles through hard work, dedication, seeking additional instructional support, the establishment of long-term goals, and overcoming doubt to believe in themselves and their potential success. In fact, often one of the first things we have to do is convince our students that they can succeed in school. As our data indicates, as reflected in the Appendix D, our students average a much higher attendance rate than during their enrollment in previous schools. They earn credits more consistently and at a better graduation pace than before their arrival at e-institute High School. Our 5-year and longer graduation rate as shown in the (attendance graph) shows that although these students might not arrive with all the necessary skills, they accomplish quite a lot given additional support and learning time.

Our data indicates that students who enroll at our schools complete more credits that they did, on average, at schools were they were previously enrolled. Appendix E shows both individual data for graduating students as well as the average for graduates. In almost every instance, students earned more credits per semester at Metro. To be fair, in some cases the

numbers were close, but the second chart shows the average student earned a full credit per semester more at Metro.

E-Institute @ Metro will continue to monitor, evaluate and document the growth of our students as we re-build and reinforce the deficiencies that we uncover. We will do this through the utilization of periodic assessments, continuous classroom monitoring, and building our teacher effectiveness. We also utilize data to build on the academic strengths in order to reinforce higher-order learning skills and sustain momentum. ***E-Institute @ Metro*** employs highly qualified, passionate teachers that utilize any and all means to assure that student learning occurs and that the students grow under their instruction. There are difficulties inherent to the structure of an alternative educational environment, but we provide students an academic choice that prevents a great number of potential dropouts.

1. **ADEQUATE GROWTH: LOWEST 25%**

As a non-traditional high school, ***E-Institute @ Metro*** faces its own set of unique challenges not experienced by district schools. Identifying only the lowest 25% of non-proficient learners can be both misleading and challenging. In terms of non-proficient learners, we have had more than our share of students in this category and that share is oftentimes greater than just 25% of our total student population. We approach every student and academic situation from the perspective that foundational skills may be in need of support and remediation.

Essentially, our student population as whole could very well comprise the lowest 25% of non-proficient learners at a neighboring district school. The bulk of students who enroll at ***e-Institute*** campuses come from these schools. Although they arrive for various reasons, many are here because the district schools recommend them to an alternative school environment. For whatever reason, these schools isolate and eliminate lower performing students and the result is a system that forces these lower performing students into the charter school system and, as a result, our bottom 2% continues to grow. We have found that many of these students are made up of either SPED or Title I students. For these reasons, the bulk of our lowest 2% or non-proficient learners are our SPED and Title I population and that number has grown to exceed 25% of our students.

It is too simplistic to assume that our lowest 25% is comprised of only our SPED and Title I students. On any given day, the bottom 25% might look quite different depending upon the academic environment. For example, the hybrid nature of our program might mean the bottom 25% of a traditional class could look different from the bottom 25% of a computer based learning class. In the traditional classroom, teachers use baseline testing to identify students that are efficient. Computer labs are utilized to address some of the foundational skills our students are lacking.

We utilize a sustainable intake system for every newly enrolled student. Upon enrollment, students provide their unofficial transcripts. Those transcripts are used to analyze the students' course and credit history. A detailed program of study is written for each new student and continuously revised during enrollment with our school. This program of study indicates what classes are needed by the student and forms the road map toward graduation. The average new student is given two computer classes (to help them in credit recovery) and two traditional classes. Once benchmark testing has occurred and, if foundational deficiencies are identified, students are given the appropriate foundational classes at that time.

Identification of deficiencies in education begins at the time of enrollment. There are issues that are common to many of our incoming students and these deficiencies are used to help identify our high-risk students. These issues could be simply being behind on credits for their academic year, while other issues include poor attendance or enrollment history, poor grades in traditional classes, poor test scores or poor productivity in general. Once enrolled, we track production by monitoring the number of lessons students complete, as well as grades in traditional classes. We look for drops in production, utilize 45-day screenings to identify potential warning signs related to school performance and involve any instructional support (SPED and title I) where appropriate. Additionally, we utilize the information from these assessment tools to seek out appropriate professional development and training opportunities for our teachers and administrators.

In addition to structured programs specifically designed for our Title I and SPED students (please refer to those sections for details and data) which are driven by the Arizona State Standards, these lowest 25% students also participate in academic strategies designed to promote student growth. These include the following:

- Differentiated Instruction
- Skills Building/Academic Foundation Classes
- Remediation
- Extended learning time
- Extra sessions
- After school office hours
- Flex time
- Tutoring programs; one on one and group
- Alternative and modified computer based instruction

All of these interventions used will be documented and evaluated as to how beneficial they have been to the student, based on the improvement noted in ongoing assessments and

score improvement, as well as, notes regarding continuous improvements via classroom observations.

B. IMPROVEMENT

In the area of Improvement (1b.), we didn't fare as well as we did in the Student Growth area (1a). Our Math scores increased only slightly from 23.5 to 27.3 and our Reading scores declined. To address the decline in our reading scores, we have implemented the following strategies to insure that our school score improves year over year:

- Heavy emphasis on ensuring successful passing scores on AIMS by all students
- Daily tutoring
- One on One tutoring
- Saturday tutoring
- Extended learning hours
- Differentiated instruction

All of these interventions will be monitored on a regular basis through the utilization of periodic testing. This routine testing will be implemented to monitor and document the progress of individual students.

II. PROFICIENCY

Based on the information provided by the Department of Education, ***E-Institute @ Metro*** has improved or stayed consistent in most line items within this area of the dashboard. We show a decline in reading, going from a score of 50 to 47. Under the subgroup ELL, we were not rated for 2013. All other areas show improvement.

A. PERCENT PASSING

As referenced earlier in this submission, the majority of our students come to us in a deficit situation. That may be with regards to AIMS results or credits completed either by year or by semester. With that in mind, our goal at ***E-Institute @ Metro*** is to enable our students to achieve a passing score on their AIMS examination and to complete the required number of credit hours necessary to graduate from high school and to move on to post-secondary education opportunities.

Our AIMS scores are areas that we struggle with. In the past, Reading has tended to be our best area, followed by Writing and the Math. With Math being our lowest scoring area, it is the area that we are focusing on for extra effort and instruction this year.

Some of the strategies we employ and will continue to employ:

- Our teachers employ best practice strategies in teaching for all students and direct extra attention and assistance for those who scored lowest (FFB) on the most recent AIMS. The English and Math teachers also post visual reminders for concepts they teach and help students for reference purposes

- This vocabulary/thesaurus work also helped students (50% of students were below 50% in Writing) to increase range of word choices and word choice and sentence fluency in Writing AIMS.

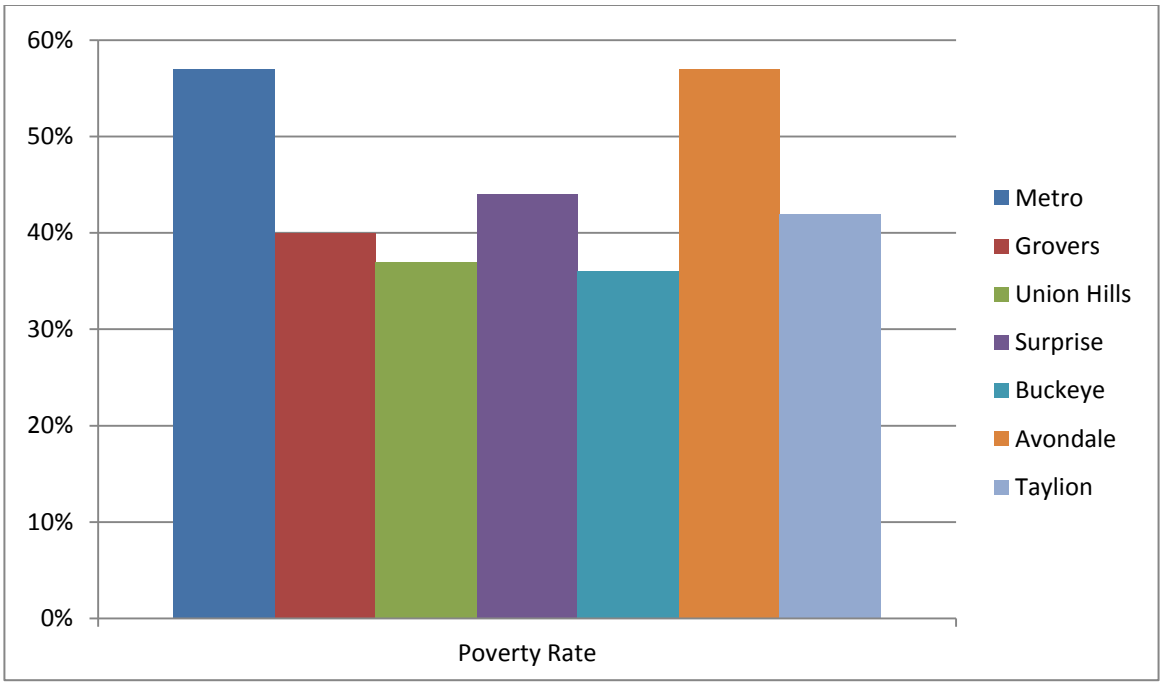
- Students learn and present "new information" to whole class or small groups using compare, contrast, sequence in steps or in importance (and others students must identify strategy that was used) to explain the information.

The strategies noted above will be monitored on a regular basis and the progression of each student will be evaluated as to demonstrate progress and improvement. The objective is to raise the percent passing to a minimum of 70% over the next year.

B. PROFICIENCY SUBGROUP FRL

With the transient population, the ***e-Institute*** poverty rate fluctuates throughout the school year and from school to school. Although there are commonalities between our campuses, the demographics vary considerably and those can affect the poverty rate at each school.

An overview of our campuses (by poverty rate) is shown below:



Identification and placement

Newly enrolled students are given the Math Entrance Evaluation Test (MEET) in an effort to identify students in need of the targeted assistance program (Title 1). In addition, students who scored FFB/APP on the previous AIMS are enrolled in Computer based math courses designed to improve their math knowledge in Algebra 1 and Geometry. Finally, students may be recommended for Title I Targeted Assistance by a math teacher, principal or parent/guardian.

Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) or identified by the MEET are enrolled in one of three programs:

- Students who failed Part I of MEET are enrolled in an online course at www.xtramath.org. This course will help students by using skill drills to increase their basic math foundations. The time in this program is generally 4-6 weeks. Once this portion of the program is completed, they are then enrolled in Catch-up Math's auto-enroll portion of the online computer math program: www.catchupmath.com. This program will test their math competency and place them in one of five math courses (Essentials, Pre-Algebra, Algebra I, Geometry, and Algebra II).

- Students who failed Part II of MEET bypass the earlier Extra-Math portion and are then enrolled into Catch-up Math's Pre-Algebra. Once student are proficient, they are

assigned into either a grade appropriate direct instruction or computer-based math course. Proficiency in this case will be evaluated regularly and systematically so that greater success in AIMS will be achieved.

- Students identified as needing Targeted Assistance by their AIMS scores (FFB/APP) are enrolled in a computer-based course that follows Arizona's Common Core High School Mathematics Conceptual Categories. Students enrolled, as needing this 'targeted assistance' will be closely monitored via ongoing competency testing in order to ensure success on the AIMS test. While ***E-Institute @ Metro*** has not been rated in this area in previous years it is important to note that we have been diligently working to assist students in improving their math scores. As noted in the graphs of(Appendix F over 75% of students participating in this targeted math assistance program, realized improvement in their AIMS scores. We will continue to promote this type of targeted assistance in order to insure that our students are gaining in math skills and are successful in completion of the AIMS math test.

Continuing Education for Title I Staff & Teachers:

- ADE Educators Evaluating Quality Instruction Products (EQUIP Rubric) – Mathematics 2013
- ACCS Mathematics Phase 1: Math for Leaders – MCESA 2013
- ACCS Mathematics Phase 2: Formative Assessment Development – MCESA 2013
- Arizona Common Core Standards – Mathematics Leadership Institute (TOT) – MCESA
- ADE Mega Conferences 2011-12
- National Council for Teachers of Mathematics (NCTM) 2011

C. SUBGROUP ELL

1. Evaluating and Assessment of ELL

From the time of enrollment, when parents and legal-age students complete their enrollment documentation, administrative assistants and principals are trained to properly identify students with ELL academic backgrounds. Specializing in an individualized education strategy for every student that enrolls with us, proper diagnosis of ELL students will help us to prepare their program of study. We will also prepare their instructors with any pertinent information that may assist within the traditional classrooms, utilizing any academic background information available at that time. (Appendix G)

There are many examples of ELL academic strategies that are implemented at the ***E-Institute @ Metro*** campus. Our English teachers use periodic formative assessments to document progress and maintain momentum. Teachers assess an ELL student to determine whether their skill levels are low, intermediate, high intermediate or somewhere in-between. Essentially they evaluate whether the student has the ability to comprehend grade-level text as delivered in English-based formats. From there, students work within their current skill-level to acquire more critical-learning skills, such as identification, analysis, summarization, ability to decode content vocabulary, use of context clues, etc. There is also an emphasis placed on applying these conventions into his or her communications and their ability to use English in relevant context. Within the traditional classroom, no strategy is off the table and any academic approach is supported, if it delivers positive achievement results.

Also critical to the success of our ELL population is finding ways to overcome hurdles in the computer lab environment. Our school provides a hybrid structure in which students take courses in both the traditional classroom and the computer lab. To overcome any potential weakness for the ELL student in the lab curriculum, we have found that printing notes, additional study materials and slideshows are extremely helpful and supportive for students that need to reflect back during assessments and tests. This strategy is also helpful with our significantly larger SPED population. The self-paced nature of the classes is very accommodating and motivating for our ELL students, as they do not feel left behind and can progress at a pace that ensures comprehension. We also provide supplemental resources and tools for an ELL student in the computer lab to help with difficult concepts and vocabulary, in addition to working with these students one-on-one.

2. Assessment and Achievement

ELL students are closely monitored and their progress often assessed. With such a small number of students, the key data to determining and interpreting their progress is that they continue to pass their traditional courses and complete the minimum number of required credits per trimester (two credits). Additionally, specific ELL testing is provided periodically if a student isn't making ongoing progress, and further assessment of their academic plan along with evaluation of the student's effort, work ethic, and other strategies are used to ensure future success. Ultimately, every student and every situation is different. ***E-Institute @ Metro*** employs any measures and strategies that will prove useful to ensure student success while recognizing that understanding diversity is critical.

D. SUBGROUP SPED

Overview

For each eligible student, the ***e-Institute*** High Schools (the schools) provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the IDEA, deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program.

1. Student Growth and Improvement

The principal objectives of our special education program are simple, 1) to help the student achieve their potential functionally, behaviorally, and academically, and 2) to help the student graduate from high school. The special education student's improvement plan, including identification of his or her functional and behavioral as well as academic strengths and weaknesses as well at the most recent improvement strategy agreed to by the school, the parent, and the student is formalized in the student's IEP, which is reviewed and amended, as needed, annually. In order to facilitate student improvement, we establish benchmarks for current performance. For the special education student, we may identify benchmarks and goals for student attendance, school behavior, academic skills level, progress toward graduation, and/or achievement on state-mandated tests. For either the returning or newly enrolled student, the Program of Study (POS), which is a summary of classes completed, AIMS test scores, classes to be scheduled, and the proposed classroom setting for each class, becomes the "road map" for graduation.

For the returning student, the process of benchmarking is continued when we review the IEP in addition to the report cards and IEP progress reports from the previous school year.

- Following our review of this data, we are able to either confirm or adjust the benchmarks, which were established when the IEP was written.

- After this review of benchmarks, we are able to propose adjustments to accommodations, modifications, goals, classroom setting, and services, which may be needed in order to either help the student maintain their current attendance pattern, academic skills, school behavior, and level of performance on state-mandated tests as well as the current pace of their progress toward graduation or to help the student achieve improvement in one or more of these areas. (Appendix H)

- In order to complete the review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain an updated TABE academic assessment as well updates of the student's Self-evaluation and Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune our proposal for adjustments to the student's special education program for the new school year. Minor adjustments to the accommodations, modifications, services, or related services, documented in the current IEP, will be implemented immediately. Prior to initiating major adjustments, new services, or new related services, a parent meeting will be conducted, at which either an IEP Addendum or a new IEP will be documented.

For the newly enrolled student, the process of benchmarking can begin:

- We receive a copy of the student's incoming transcript, which we use in order to document the POS;

- We are unable to identify accommodations, modifications, or services that may be needed for specific classes or in specific classroom settings until we receive the student's IEP and Evaluation report from his or her previous school. These documents provide the initial benchmarking of the student's functional, behavioral, or academic strengths and weaknesses as well as the most recent improvement strategy, which was agreed to by the school, the parent, and the student.

- After reviewing the IEP and Evaluation, we are able to propose accommodations, modifications, goals, and services that we believe will be appropriate for the student.

- At this point, we are able to document the parameters of initial placement at our school, as an IEP Addendum, which is provided to the parent or the adult student.

- In order to complete our review, a student interview is conducted. During this interview, the POS is reviewed with the student, student questions are answered, and student concerns are noted for follow up.

- In addition, we obtain a TABE academic assessment as well as student responses to a Self-evaluation, a Typology assessment, and a Career Interest inventory. The data gathered during the student interview is utilized in order to fine-tune the student's special education program for the current school year.

Following the creation of either an IEP Addendum or a new IEP for the returning student or an EP Addendum for the new student, a digital copy of the document is made available to the school administrator and the teaching staff for reference. After the program is initiated or updated, class assignments must be approved by the special education staff, and the staff will begin to provide consultation support for the teachers in order to identify individualized accommodation or modification that may be needed in order for the student to be successful in their classrooms.

The special education staff will, also, begin to identify specialized instructional support, including access to computer-based intervention or text-based, modified curriculum, or behavioral support, including a functional behavioral analysis and a behavior intervention plan, which may be needed in order to facilitate growth in academic skills, school attendance, or school behavior. In addition, the special education staff will begin to identify tutoring support, including help with assignments or preparation for state-mandated testing, which may be needed in order to facilitate improvement in classroom performance as well as performance AIMS testing sessions. Lastly, the special education staff will begin working directly with the student in order to identify the study skills support, including help scheduling class work, scheduling and completing make up work, or providing one-on-one test administration, which may be needed in order to facilitate improvement in classroom productivity and progress toward graduation.

2. Assessment and Achievement

After special education services are initiated, student attendance, work habits, and communication with teaching staff are the factors that have proven to be essential to student success. Frankly, if the special education student comes to school the support being provided by the general education staff and the special education staff, will ensure that they will graduate. If the student does not come to school or comes to school, but refuses to complete class work, he or she is beyond help, and will fail.

Student attendance is monitored weekly, and student performance in the direct-instruction classroom as was in the self-paced computer lab, is monitored at three-intervals as well as at the end of the twelve-week grading block. While consultation with teachers occurs, at least, monthly, if an issue in student attendance is noted during weekly monitoring or if a teacher identifies a concern or issue regarding student behavior or academics, a student and/or parent consultation is conducted. It is likely that, following the consultation, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related will be initiated. Depending upon the severity of the issue or concern identified, an IEP Addendum or a

new IEP may be initiated. At the end of each grading period, the student's report card as well as an IEP Progress Report is provided to the parent or the adult student. Prior to classes being scheduled for the next block, appropriate updates and adjustments are made to the student's POS then the POS, report card, and IEP Progress Report are reviewed with the student. Following this review, adjustments in classes, classroom setting, accommodations, modifications, services, and/or related services may be initiated. If significant changes in the program appear to be needed, the parent, student, school administrator, and appropriate school staff members, will conduct an IEP review, during which either an IEP Addendum or a new IEP will be initiated.

During any given school year, benchmarking, initiating, monitoring, reviewing, modifying, and reporting occur hundreds of times as we attempt to support the students who pass through our special education program. Although we cannot guarantee their graduation, we can ensure that each student is provided the opportunity to succeed.

III. STATE ACCOUNTABILITY

In 2012, **e-Institute @ Metro** received a "C-Alt" rating. We continue to work to improve our scores and did, in fact, increase our score within the rating as stated earlier (Please see the introduction).

During the year, we focused on the following:

- Attendance. Those students who were absent were called and encouraged them to return quickly so as not to lose time thus putting them behind.
- Course completion and adherence to meeting educational standards in the classroom and computer lab. We used a "ticket out" approach in the classroom and computer lab where students had to show their work produced in order to be dismissed from class.
- Ensuring that those students who were struggling in the learning environment were quickly identified and accommodations were made to ensure their success. The additional work provided to them was used as an accountability tool to ensure that necessary learning was occurring.

We do recognize that we are still a "C-Alt" school. We also recognize that improvement is both long term and a continuing goal. We will continue to refine and modify our practices to ensure that improvement is both continuous and sustainable.

IV. GRADUATION

A. Increasing Graduation Rate

At ***E-Institute @ Metro*** we consider our graduation rate as an indicator of our success. Our graduation rates continue to hold steady or improve. As a result, we would expect our graduation rate to remain high as we move through the 2014 school year. Nonetheless, we focus on our students individually to ensure that they are successfully completing the course of study required for graduation.

These efforts include:

- An individual program of study for each student that
    1. Set pace for completing classes
    2. Encourage attendance
    3. Add extra hours to the school day if needed

- Additional learning opportunities
    1. Flex time
    2. Additional hours of instruction
    3. Additional sessions
    4. Modification of lessons for sub groups if needed
    5. Tutoring
    6. Printed notes (if needed)
- Assign credit recovery classes when appropriate
- Education Career Action Plan
    1. AZCIS program is initiated when the student starts school
    2. Students work with teachers to explore the system and follow the work set for each year of high school
    3. Students are guided through exploratory tests to find ideas for future careers
    4. Students explore colleges or vocational schools that fit their interests
    5. Teachers guide students to fill out college admissions forms and FAFSA forms
- Students may take classes at community college while attending high school'
    1. Encourage students to stay in school and work for their diplomas
- Staff support: Each student works with a member of the staff.

    1. Home Room Teacher

2. Principal
3. Guidance counselor
4. The appointed staff member monitors student progress to ensure student is on track for graduation.

- The involvement of parents via conferences, in addition to academic and attendance contracts with students will be created, rigorously implemented, and followed not only to support the students but also to ultimately point the student towards graduation.

B. **Academic Persistence**

Student retention and persistence are an unavoidable challenge for nearly all alternative schools, though at ***e-Institute*** Charter High Schools we are constantly striving to overcome the obstacles of student transfers, withdrawals, and drop-outs. The charter school movement has led to a wide range of choices for students and families, and I order to retain students, ***E-Institute @ Metro*** must stay competitive by offering a program and product that is designed to meet the needs of students, as well as, offering an alternative to both the traditional, classroom-centered district as well as to modern online education options that are becoming more widely available. ***E-Institute @ Metro*** achieves consistently high rankings. This year, we achieved an Academic Persistence Rating of 95. This is a significant rating and demonstrates our commitment to helping our students achieve the ultimate goal of staying in school and graduating from high school.

"Academic Persistence" success is due to a number of features of our programs that set us apart from other similar institutions.

- Self-paced programs and classes – all students learn at different speeds, our programs allow students to complete lessons and classes in a manner that best suits their learning and life styles, including options for acceleration or extension of classes, allowing students a wide variety of options in such areas as credit recovery and early graduation.

- Individualized programs of study - All ***e-Institute*** students are assigned to classes based on individual needs, determined by previous transcripts, state and district testing data, and student feedback. A mix of direct instruction classes and computer-based coursework allows students options in completing their coursework in the most efficient method possible.

- Flexible scheduling – all ***e-Institute*** *campuses* offer students a choice between morning and afternoon classes, with select campuses also offering evening classes. Other educational institutions offer less flexibility for students, who often live busy lives

outside of the school setting, including jobs, hobbies and families. This flexibility allows students who might otherwise withdraw or transfer to make changes to their class schedules, leading to high levels of academic persistence. In addition to a choice of sessions, ***e-Institute*** also offers a 'Flex Program," which allows students to make-up hours of absence, as well as options for summer enrollment such as an extension track and an early start program in the months of June and July.

- Open enrollment – all ***e-Institutes*** have an open enrollment policy, which means students are not constrained by a block or semester schedule. Whereas some other schools may turn students away because of a school calendar. ***E-Institute*** accepts all students no matter the time of year.

- Small class size – One of the most common reasons that our administrators hear for students and families seeking out an alternative education is class size. Parents and students often cite chaos, drama, and lack of one-on-one attention as reasons for dissatisfaction with traditional educational. Utilizing low student to teacher ratios, e-Institute provides a product that meets the demands of the market.

- Long/short-term planning and student counseling – A benefit of our computer classes is that students are aware of the course content at the beginning of the class and can use that available information to plan their future in both the short and long-term. Students meet regularly with administrators and instructional staff to determine their educational goals and synthesize both long and short-term plans, including which classes they will need to complete in which blocks, as well as how many lessons they will needs to complete per day in order t meet their goals.

- Parent contacts – A strong student support system in the home is often key to student success and persistence; by involving parents in the educational process as often as possible. ***E-Institute*** ensures that students are invested and held accountable for their choices. ***E-Institute*** strives to foster a strong relationship with important educational stakeholders by the use of daily attendance calls (School Reach), as well as ongoing conferences and contacts by administration and instructional staff.

- Minimum requirements – not all students in the educational setting are college-bound; many students view high school as simply an obstacle they must overcome before beginning their real lives. By offering student the state minimums in attendance and number of credits required to graduation, ***e-Institute*** appeals to students who are

attempting to complete their programs as quickly and with as few extraneous distractions as possible.

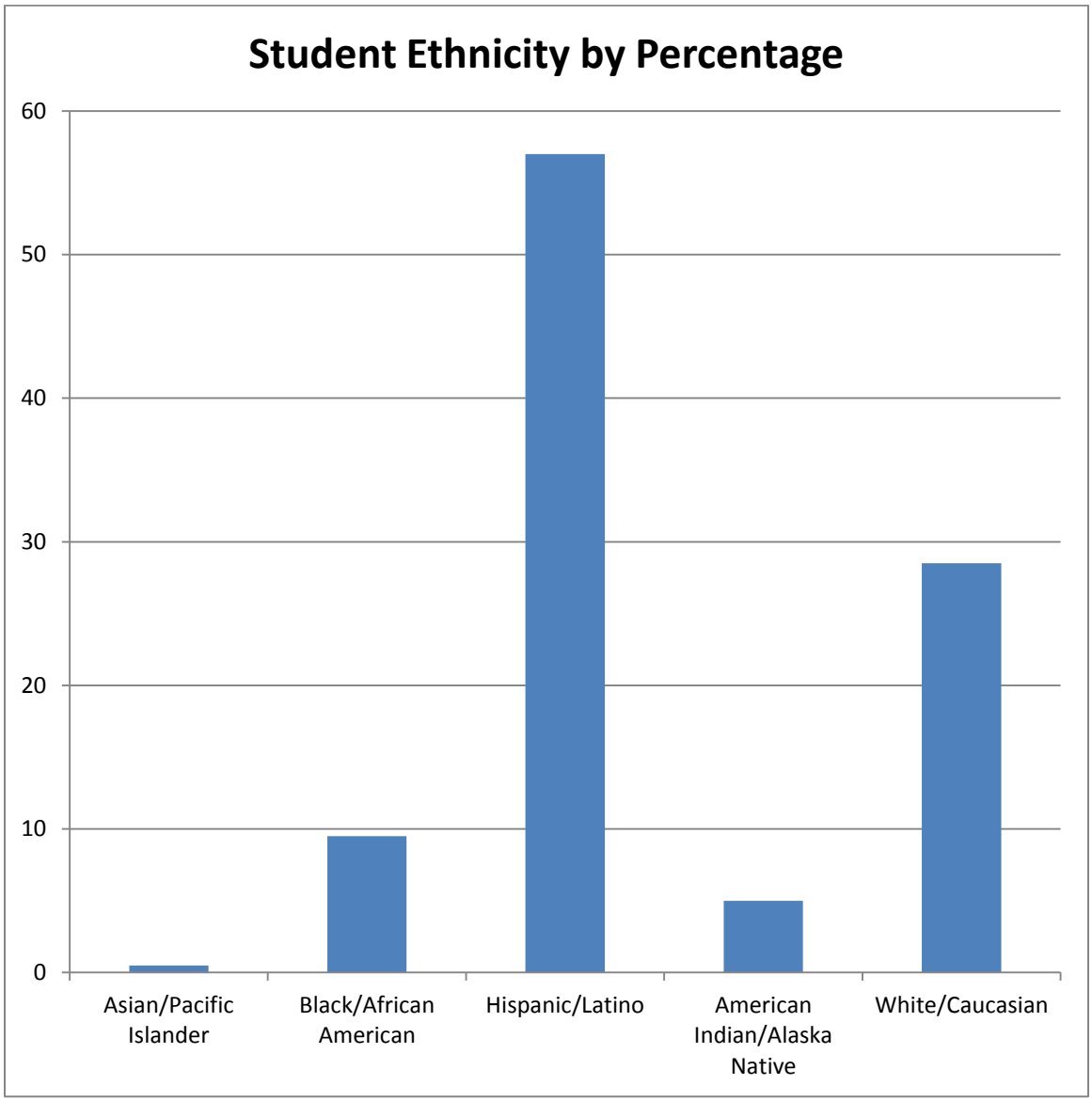
- "Last Chance" Program – As an alternative program, the fact remains that many students come to e-Institute having exhausted choices at other educational institutions. Because of our open enrollment policies, we accept all students regardless of their educational and behavioral histories. It is often true that ***e-Institute*** is one of the last programs available to students. It could be said that we often n help students that have few or no other options for education due to test scores, behavioral histories, number of credits, or age.

OVERALL RATING

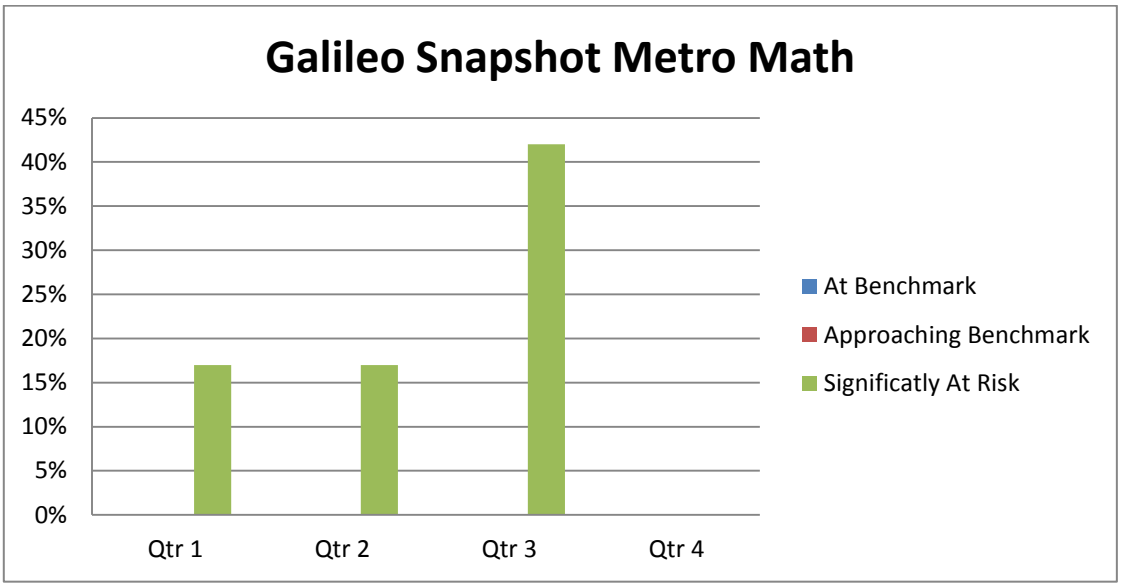
At **e-Institute @ Metro**, our overall rating went from 58.75 (not met) in 2012 to a 63.75 (met) in 2013. This is a small but significant improvement as we went from "not met" to "met." This improvement also occurred even as our enrollment increased during the year. We saw a large influx during the Spring of 2013 as students sought our assistance to make up their credit deficiencies.

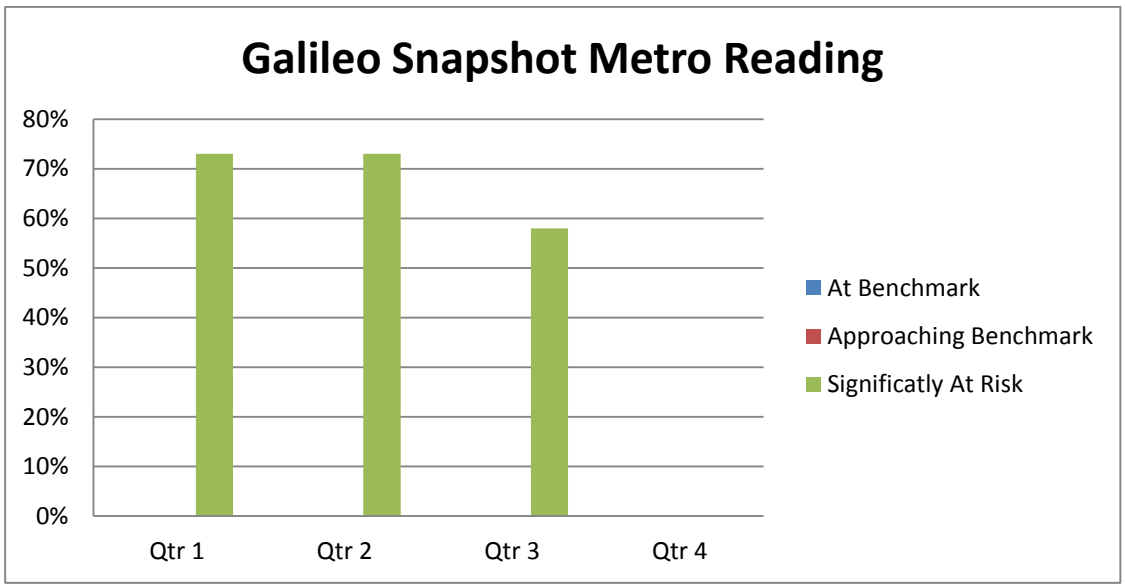
We realize that we have many areas to improve in still. The fact that we make changes to address our deficiencies is one of our strengths and we are still small enough to be able to make those changes rapidly. The growth in our scores may be slow but we believe it will remain steady in the coming years.

APPENDIX A - STUDENT ETHNICITY

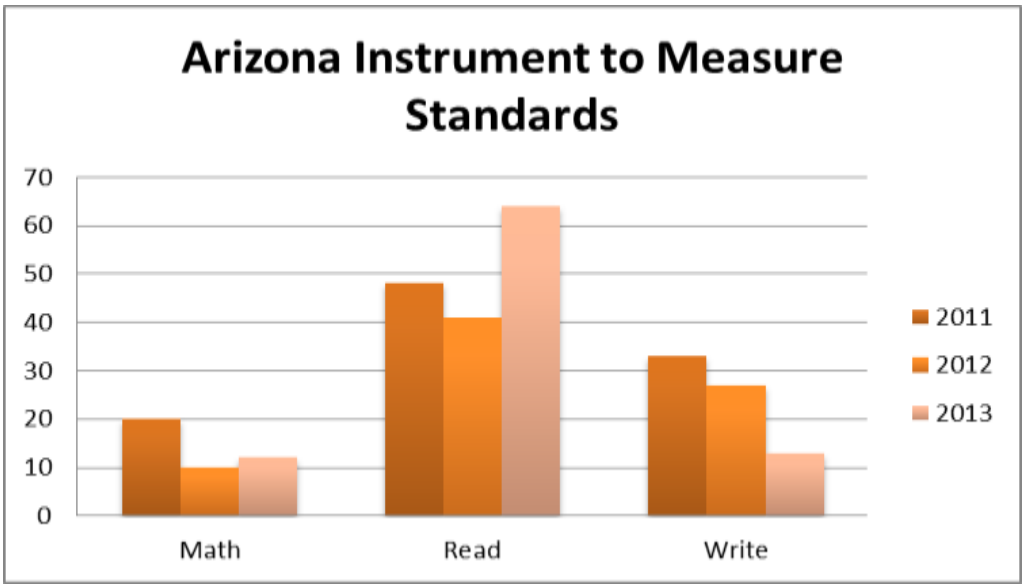


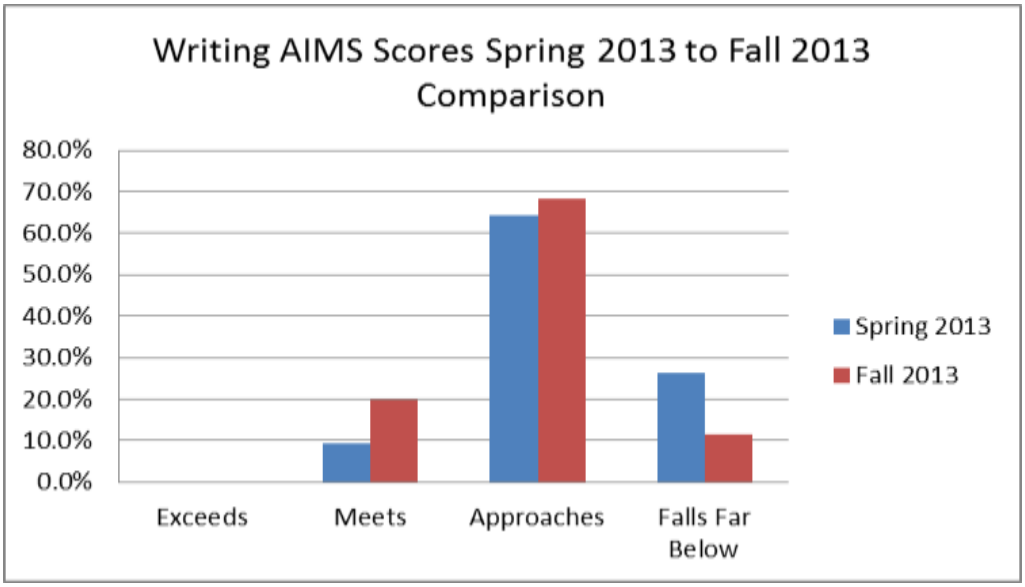
APPENDIX B - GALILEO DATA



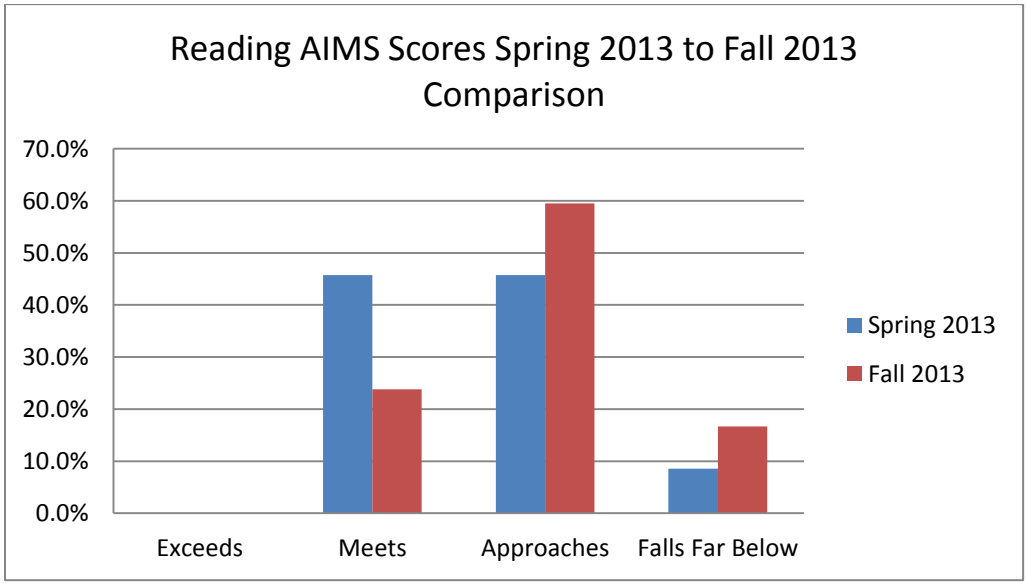


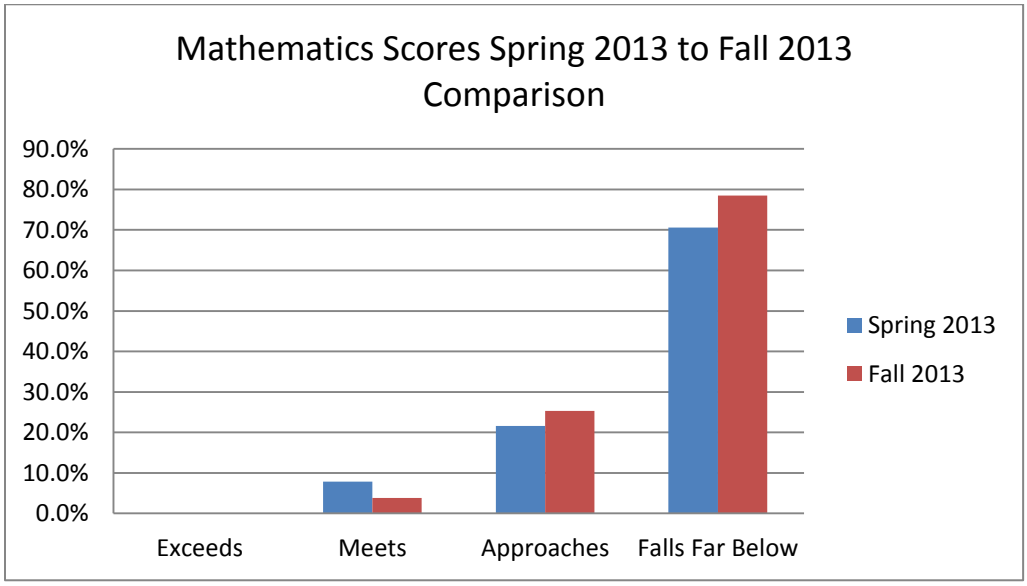
APPENDIX C - AIMS DATA, STATE REPORT CARD



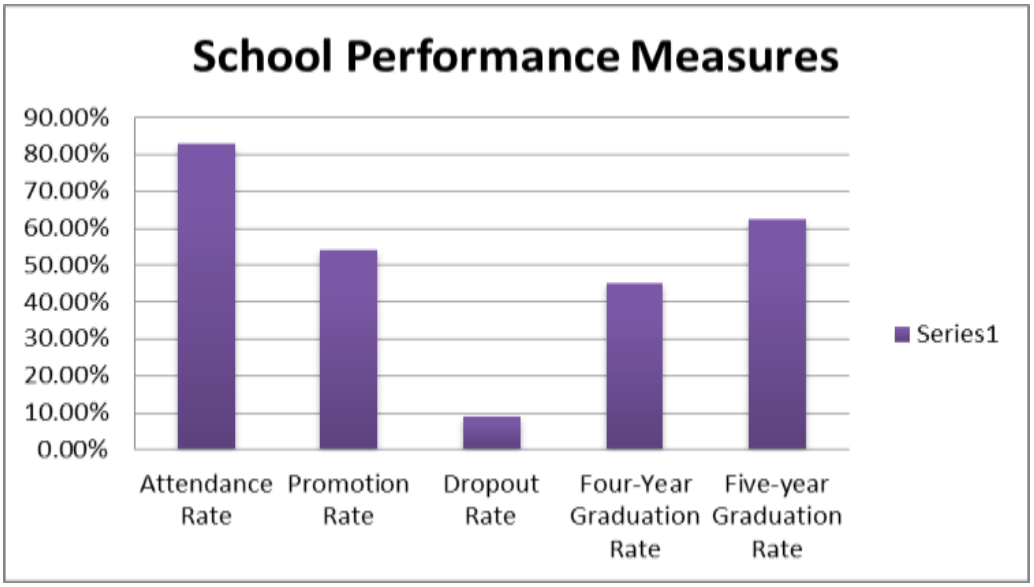


APPENDIX C (CON'T)

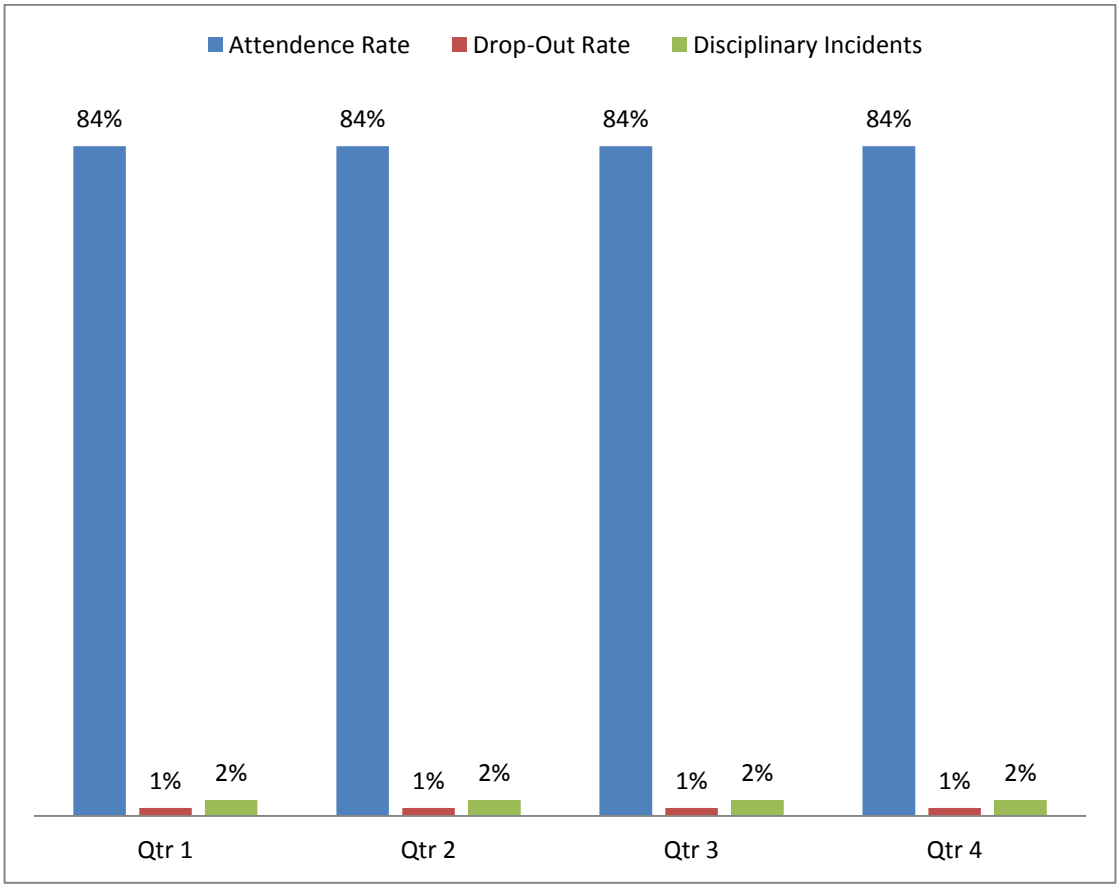




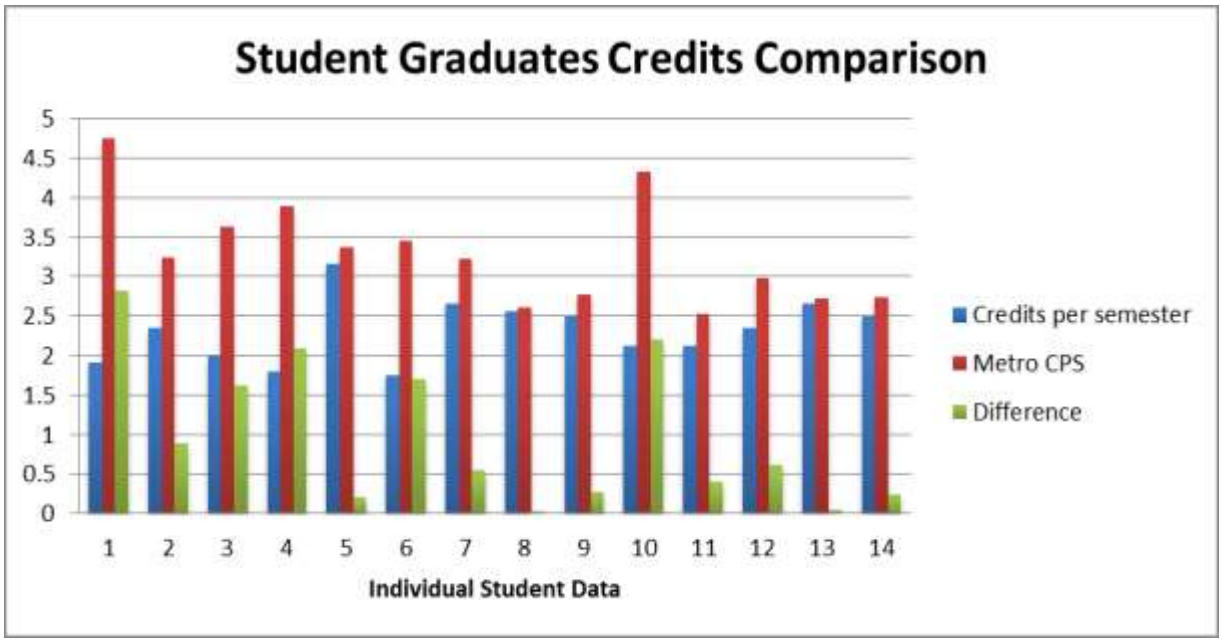
APPENDIX C – AIMS DATA, SCHOOL REPORT CARD (CON'T)

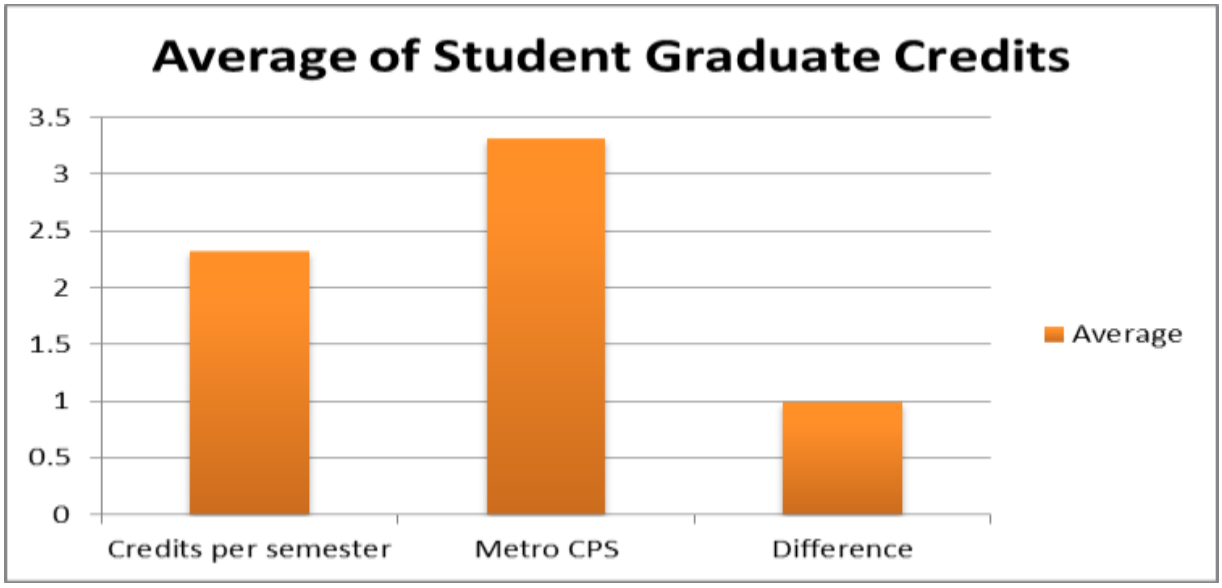


APPENDIX D – ATTENDANCE, GRADUATION, DISCIPLINE

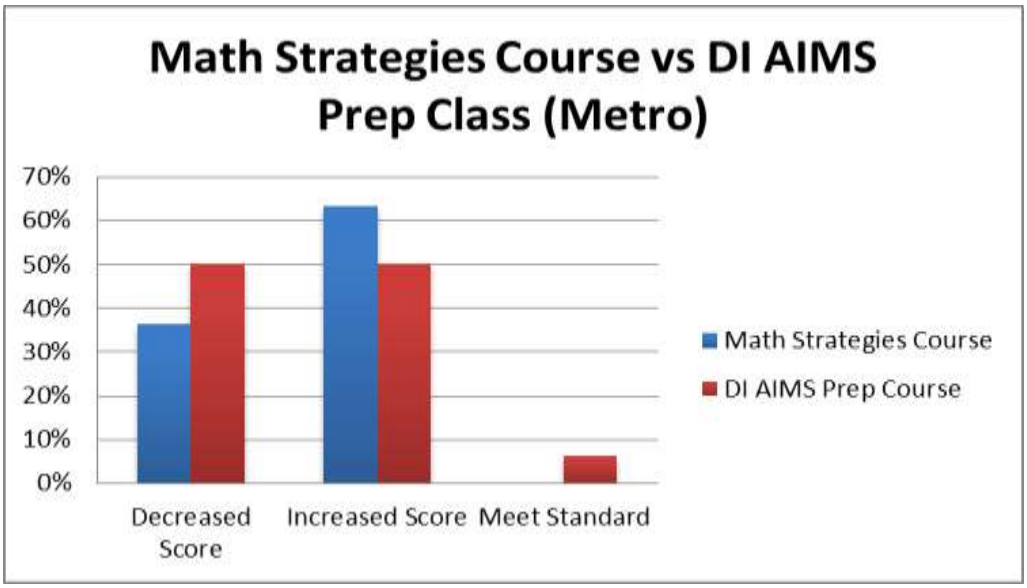


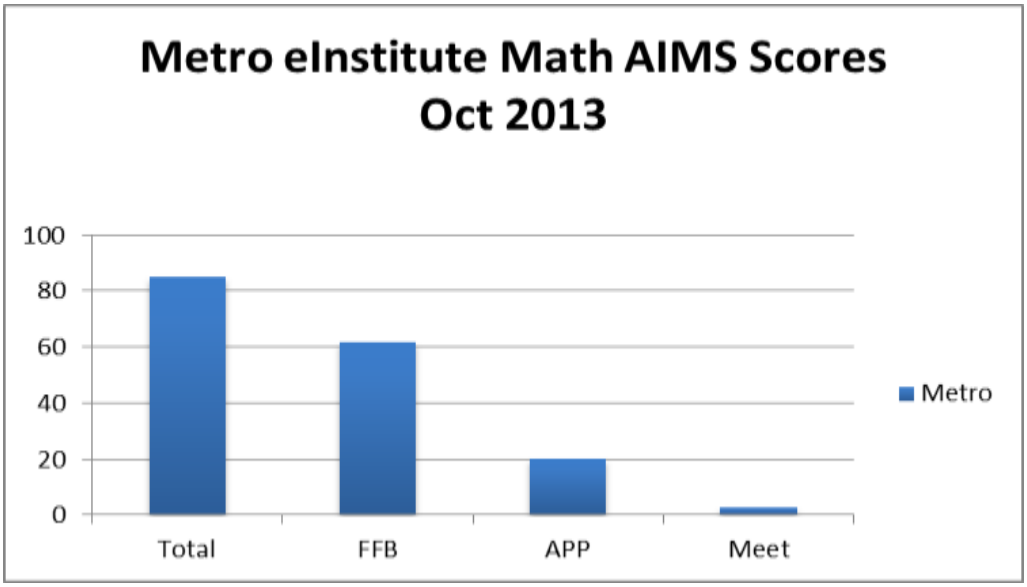
APPENDIX E - COMPLETED CREDITS



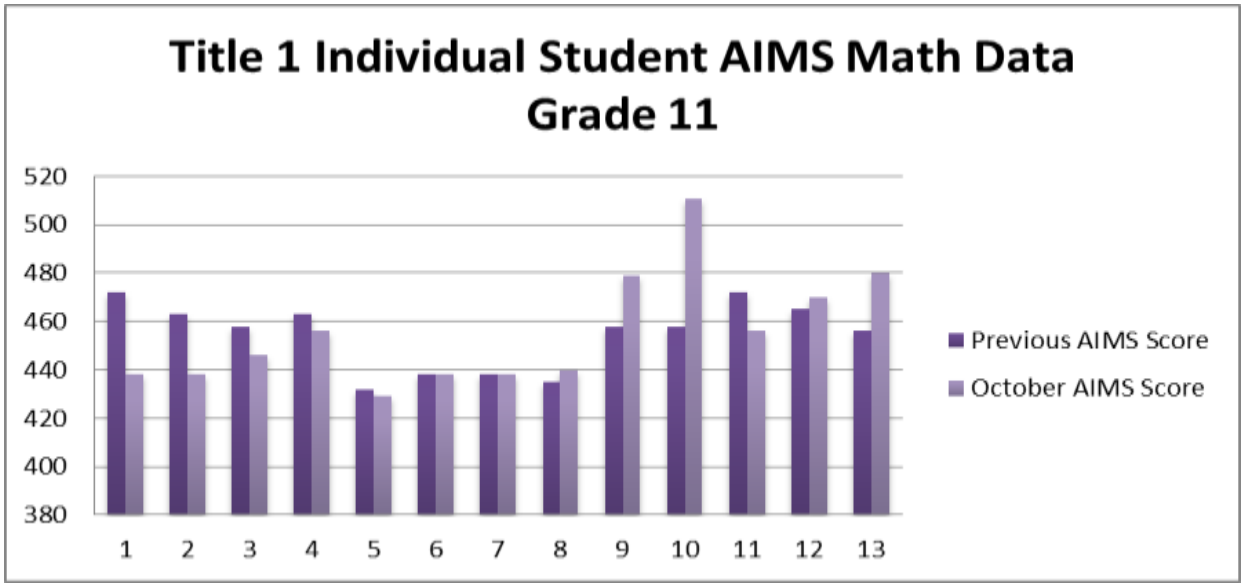


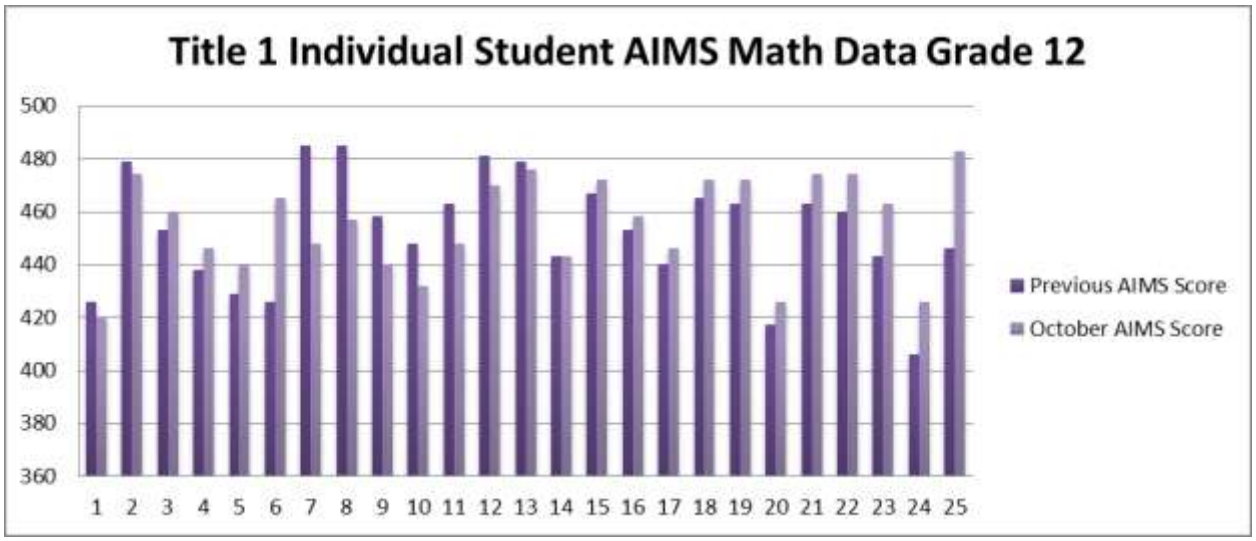
APPENDIX F - TARGETED ASSISTANCE



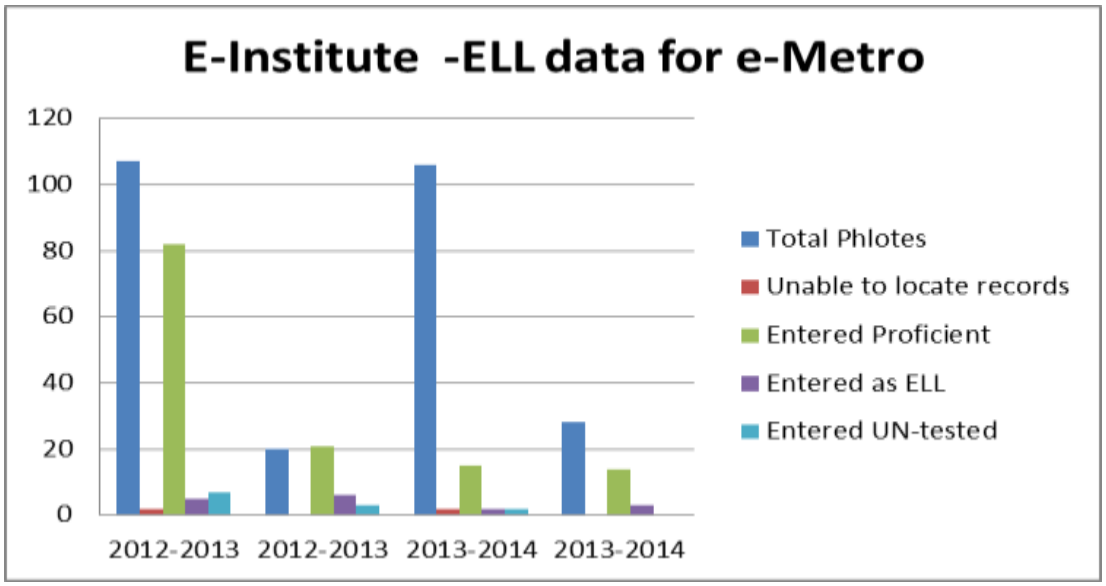


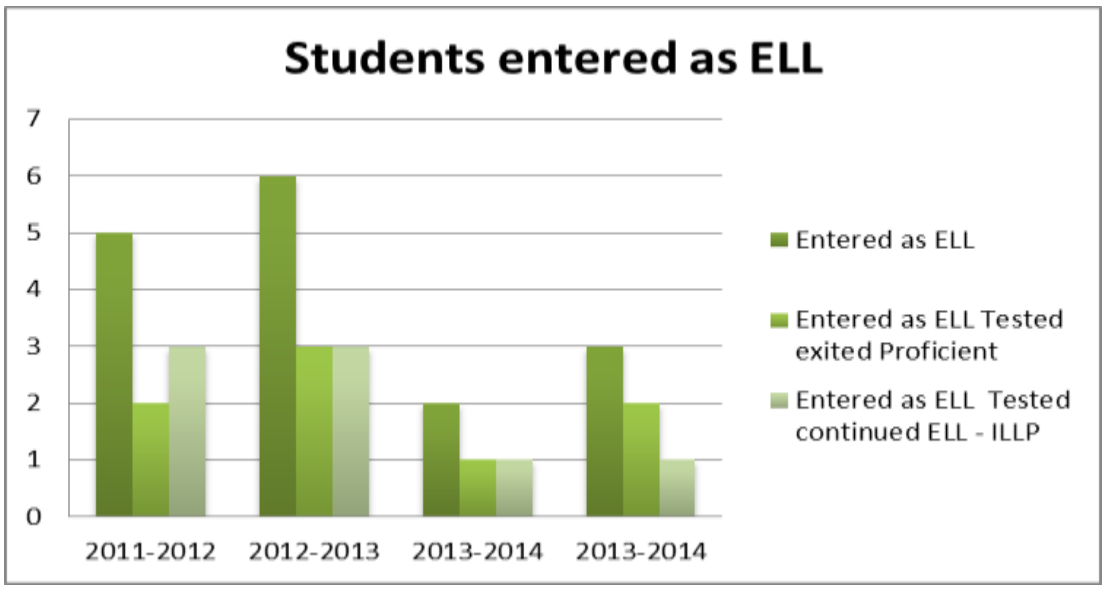
APPENDIX F – TARGETED ASSISSTANCE (CON'T)



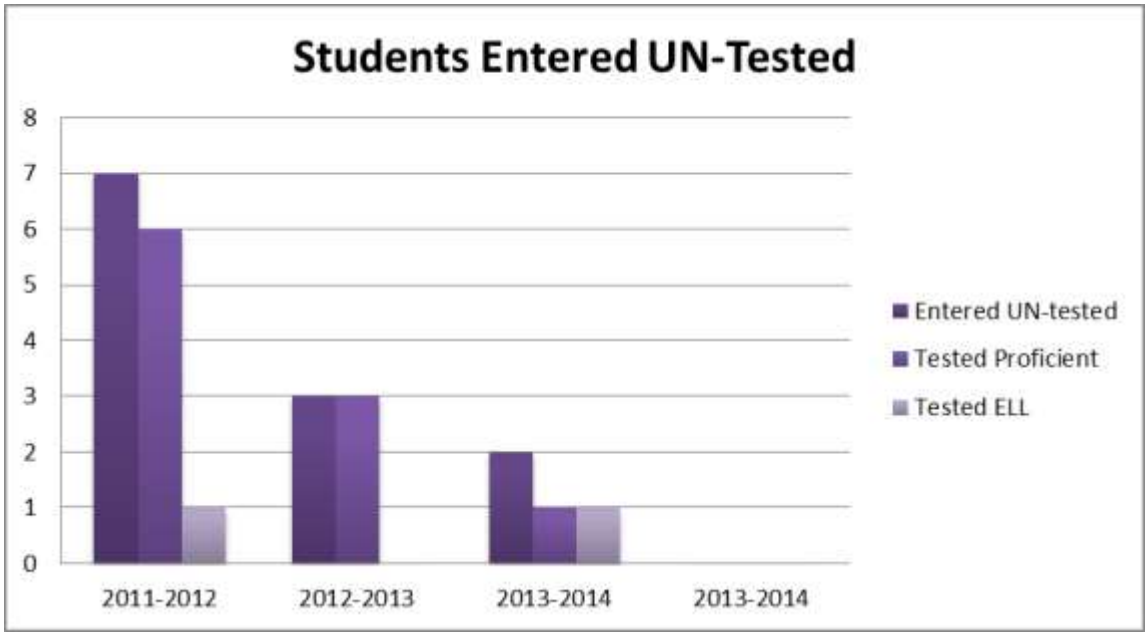


APPENDIX G - ELL DATA

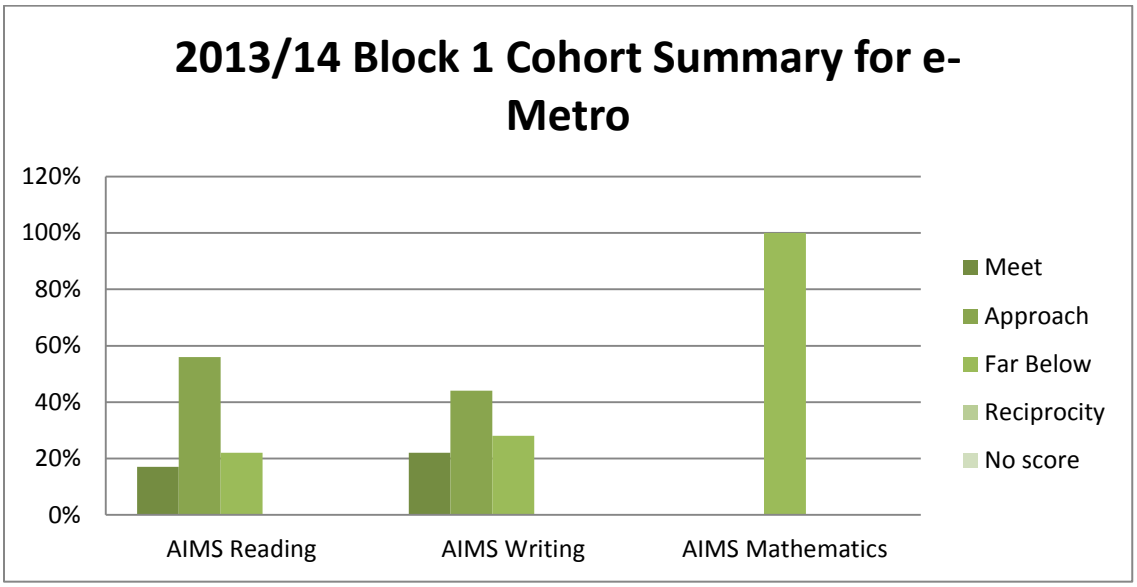


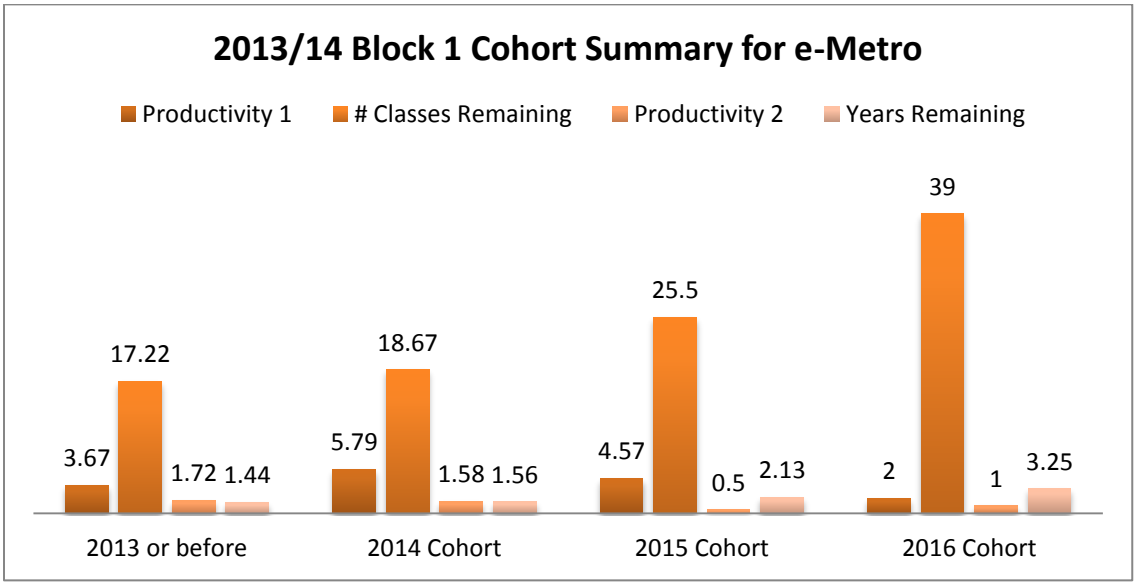


APPENDIX G – ELL DATA (CON'T)



APPENDIX H - SPED DATA





Taylion Virtual Academy

Charter Board
Narrative and Data

Taylion Virtual Academy High School is a 100% online, virtual school in which students are able to access their courses anywhere and anytime. Our mission is to deliver a high quality, interactive, virtual learning environment that is standards based, and enriched with 21st century skills. Our highly qualified, certified teachers work with students and parents as educational partners to design a personalized program of study that will offer the flexibility to reach individual goals outside the walls of a classroom environment. We strive to help students develop the character, confidence, and skills needed for success.

Taylion has recently transitioned from Regular to Alternative Status. Our student population is made up of students that are deficient in credits or have failed to pass the AIMS assessments. Due to the fact that over 80% of our students enroll in this deficient state, our school has been designated as Alternative.

Curriculum. Instruction. Assessment

Taylion Virtual Academy utilizes the researched based, Florida Virtual Global Curriculum for our core program. Florida Virtual Global Schools, (FLVGS) curriculum is implemented to align with state standards, as evidenced by course guides, syllabi, and course outlines. We utilize FLVGS in our Learning Management system to support student growth and improve their understanding of the instructed concepts. Pacing guides are embedded in the syllabi to allow for teacher accommodations based on student need and achievement.

Math and Language Arts courses are created, reviewed, and revised by curriculum specialists to allow for a sustainable implementation in our school. The courses are created to help provide an increase in student growth and achievement by building on prior knowledge and developing new skills through interactive material and engaging content. Pre and post-tests, self-checks, practice lessons, multiple choice, and oral exams within the courses help teachers to identify student growth, student achievement, and increases in individual student proficiency.

Teachers are allowed the flexibility to accommodate course work based on learning disabilities, low achievement, or English Language Learner status. The flexibility ingrained in online school assists teachers in increasing proficiency for all learners. Discussion based assignment components are designed to allow for student demonstration of understanding and target additional areas of need. Teacher effectiveness is monitored through the results of their students' scores in both their courses and AIMS assessments.

Instruction at Taylion Virtual Academy is presented to students through interactive software under the supervision of a teacher. Teachers are evaluated to ensure the proper implementation of the courses. Standards checklists are aligned to professional rubrics that allow for continuous data analysis and feedback of instruction, effectiveness, and duties.

Instructional staff attends professional development to provide further support on best practices, as they relate to online instruction, their designated areas of teaching, and identified areas of need based on data.

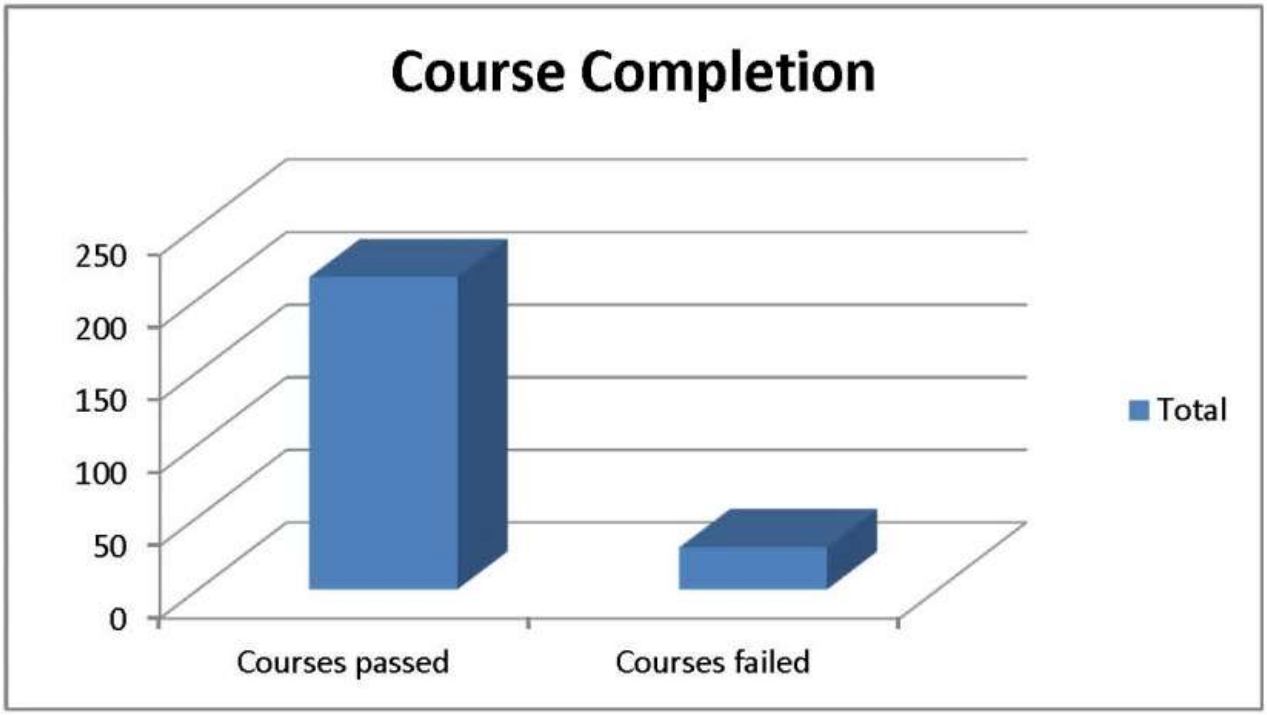
Taylion commits to providing specific training for teaching in the online format for Language Arts and Math instructors. Teachers ensure the integration of academic standards to increase student growth for all students. Instructional options allow for identified students with disabilities, the lowest 25%, English language learners, and students with free and reduced lunch to increase proficiency.

Our data reflects student growth in earning credits based on their coursework in their Florida Virtual Global school curriculum. Students have been successful in making progress in their courses utilizing our selected curriculum. The data shows students are successfully completing 88% of the courses they are enrolled in.

Course Completion

	Total	%
Total Courses enrolled	474	100%
Courses still active	230	48.5%
Courses completed	215	45.4%
Courses withdrawn	29	6.1%

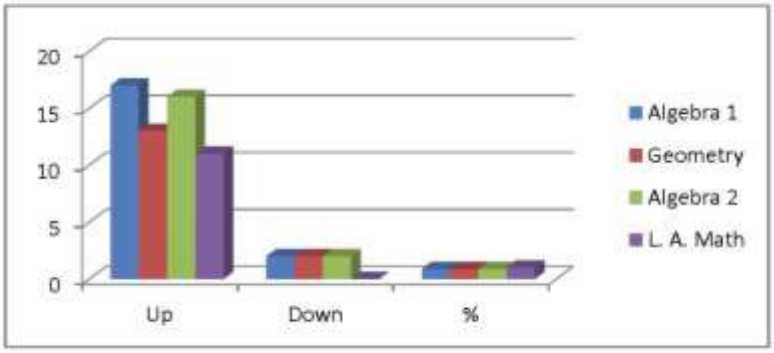
	Total	%
Total courses closed out	244	100%
Courses passed	215	88.1%
Courses failed	29	11.9%



The Algebra 1, Geometry, Algebra 2, and Liberal Arts Math pre and post test scores show students are learning the content with 86%-100% (depending upon subject) of the student scores improving from pre-test to post-test. Language Arts scores are showing similar results (81%-100%) with the exception of Language Arts 12 showing only a 50% increase in scores.

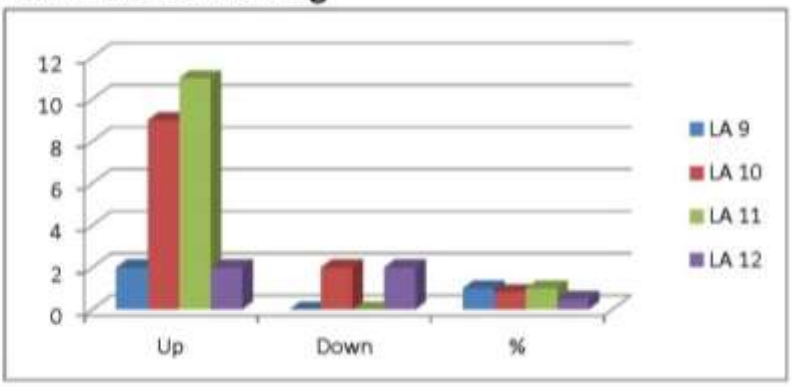
Pre and Post Test Results Math

	All			
	Scores	Up	Down	%
Algebra 1	19	17	2	89.5%
Geometry	15	13	2	86.7%
Algebra 2	18	16	2	88.9%
L. A. Math	11	11	0	100.0%



Pre and Post Test Results Reading

	All			
	Scores	Up	Down	%
LA 9	2	2	0	100.0%
LA 10	11	9	2	81.8%
LA 11	11	11	0	100.0%
LA 12	4	2	2	50.0%



Students at Taylion Virtual Academy participate in our assessment plan for monitoring and documenting performance across content and with a specialized focus in math and reading. The implementation of a school wide assessment system including, standards-based curriculum, quality instruction, reliable assessments, and professional development for staff, work together to support student achievement. Each portion of our system helps to guide instruction, support students, and monitor progress. Our assessment process includes the documentation of AIMS assessments and course assessments to analyze the effectiveness of our teachers, as well as the progress made by students. Responses to the data are made accordingly and help in the identification and support for students based on need. We are currently working to implement Galileo Assessments as another tool to evaluate student progress and proficiency. We will begin using it starting the 2014-2015 school year.

The AIMS data attached shows all students who have taken multiple AIMS exams and the percentage of students whose scale scores have increased, decreased, or remained the same. Reading scores show 76.5% of students increased their scale score from one exam to the next. While Math scores show only 39.5% of students have increased their scale scores.

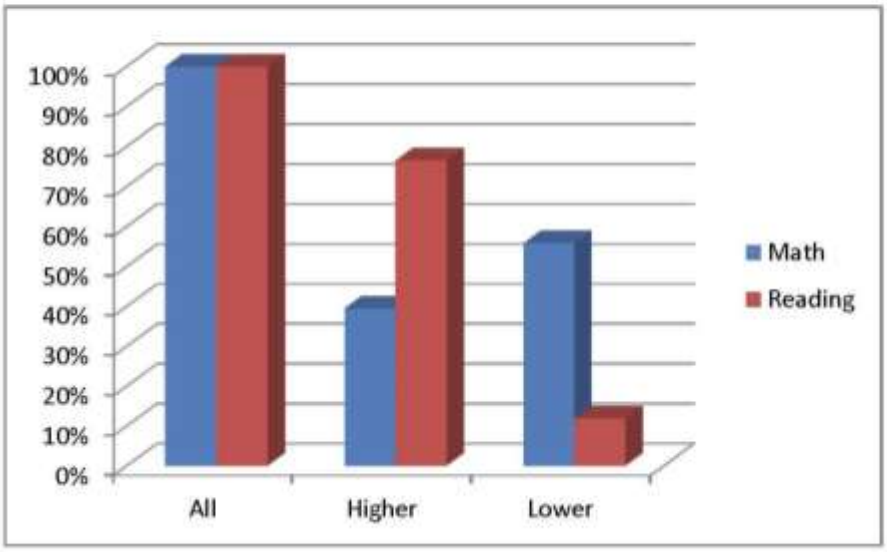
AIMS Math and Reading All Students

1. These are the summary spreadsheets for AIMS scores.
2. They show how many students were included in the group.
3. How many of those students have only taken 1 Exam and how many have taken multiple exams.
4. The last 3 numbers show the comparrison between the two most current exams scores for students who have taken multiple exams

Reading All Students		
92	Students	
75	1 Exam	81.5%
17	Mulitiple Exams	18.5%
13	Higher scores	76.5%
2	Lower scores	11.8%
2	Same scores	11.8%

Math All Students		
109	Students	
66	1 Exam	60.6%
43	Mulitiple Exams	39.4%
17	Higher scores	39.5%
24	Lower scores	55.8%
2	Same scores	4.7%

	All	Higher	Lower	Same
Math	100%	39.5%	55.8%	4.7%
Reading	100%	76.5%	11.8%	11.8%



This data shows our curriculum and teachers are effectively facilitating student growth in Language Arts and in Math. Math data show that while students are learning the material well enough to pass the course, they are not applying that knowledge during their AIMS exam.

To address this issue, we have hired a student mentor who specializes in Math tutoring to work with our students online, over the phone, and face to face to help them successfully complete their Math courses. We have arranged with our sister schools, the e-Institutes, to allow our students to take part in the AIMS prep courses offered at e-Institute to help prepare them for the upcoming AIMS exam. We are hiring a full-time Math teacher to start at the beginning of the next school year to provide group tutoring, individual tutoring, and webinars addressing the most common areas of struggle for our students.

Our clearly defined performance measures set proficiency at a score of 70%. Non-proficient students are able to work with the teacher, utilizing the curriculum, and a sound methodology to increase proficiency. Teachers monitor student progress, assist with feedback, provide further instruction, and jump to action to increase student understanding. Paraprofessionals are also able to systematically instruct in response to data and feedback.

Non-proficient students, as well as those on free and reduced lunch, students who are not proficient, English language learners, or those identified in the lowest 25%, are active participants in our assessment plan. Individual needs can drive curriculum changes, however the students are still able to utilize our recognized forms of assessment

Instruction accommodates subgroups, (English Language Learners, Free and Reduced Lunch, and Special Needs students) by allowing the implementation of alternative learning management systems. Currently, Taylion Virtual Academy utilizes our supplemental program; Compass Learning Odyssey as the main curriculum for identified students. Teachers are able to actively monitor student's progress in Odyssey by reviewing, analyzing, and discussing the results to students' assignments and assessments.

Sub-Groups

The implementation of our supplemental program. Compass Learning Odyssey is an option in our curriculum plan to assist in the growth for students identified as English Language learners, students with disabilities and students with free and reduced lunch as a method of increasing students' proficiency when the student is unsuccessful in the Florida Virtual Global School Curriculum. Compass Learning Odyssey is aligned with state and common core standards and provides another manner in which students can access the content. Teachers are able to customize lessons to address specific areas where students may be struggling. Odyssey is a sustainable option for our students that can be implemented after analysis of individual student scores, progress in our core program, or other means of assessment.

At this time, Taylion Virtual Academy does not have any identified special needs students or English Language Learners, so the data does not reflect growth based on the implementation of our supplemental program. In addition, all typical students have thus far shown progress in FVGS curriculum and have not had the need for access to Compass Learning Odyssey's alternative curriculum.

Sub-Group ELL

Taylion Virtual Academy utilizes AZELLA testing to identify ELL students. Once identified, we initiate an Individual Language Learner Plan that supports instruction for the students by providing performance indicators to be covered and allotted time for the required areas. Teachers then work with the student to progress through goals and move towards proficiency.

At this time, Taylion Virtual Academy does not have any identified English Language Learners, so the data does not reflect growth based on the implementation of our supplemental program.

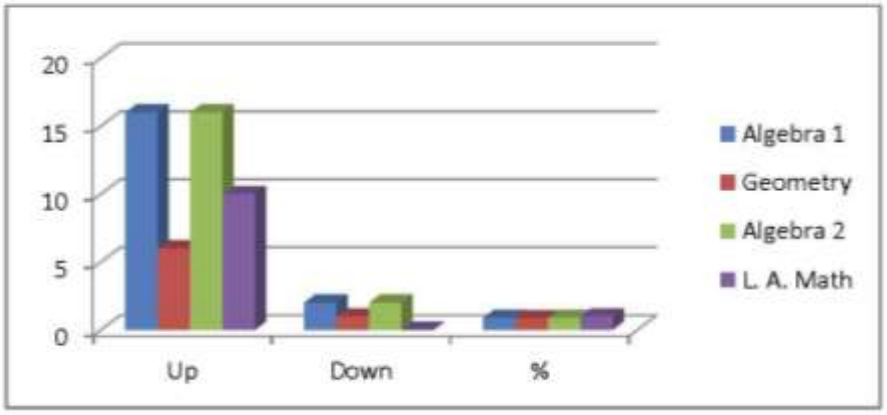
Sub-Group FRL

Taylion uses the Arizona Department of Education's yearly Income Guidelines to determine a student's Free and Reduced Lunch status (FRL). Currently we have identified 50 students with FRL status.

The course pre and post test score data for FRL students show that 88.9% of student's scores improved from pre-test to post-test in Algebra 1, 85.7% in Geometry, 88.9% in Algebra 2, and 100% in Liberal Arts Math. Data for Language Arts is similar with the exception of Language Arts 12. One of the students, while successfully completing his course with a passing grade, his pre-test score was lower than his post-test score. This student was trying to complete the course quickly with little regard for his grade.

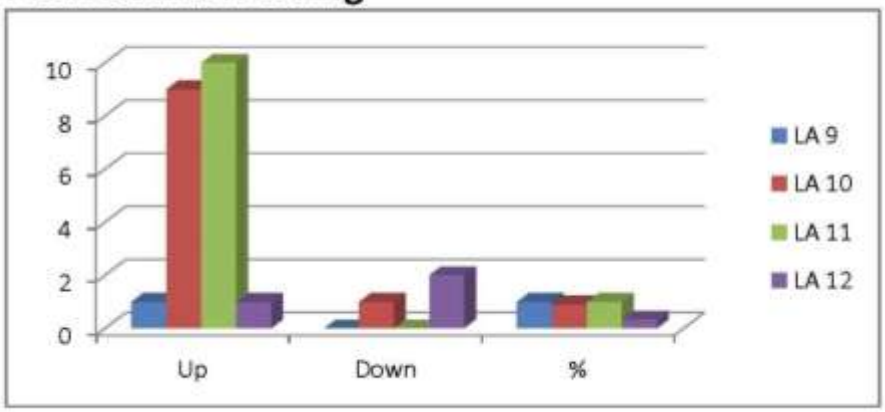
Pre and Post Test Results Math

	FRL Math			
	Scores	Up	Down	%
Algebra 1	18	16	2	88.9%
Geometry	7	6	1	85.7%
Algebra 2	18	16	2	88.9%
L. A. Math	10	10	0	100.0%



Pre and Post Test Results Reading

	FRL Reading			
	Scores	Up	Down	%
LA 9	1	1	0	100.0%
LA 10	10	9	1	90.0%
LA 11	10	10	0	100.0%
LA 12	3	1	2	33.3%



The AIMS data shows the FRL students who have taken multiple AIMS exams and the percentage of students who scale scores have increase, decrease or remained the same. Reading scores show 81.8% of student increased their score from one exam to the next. While Math scores show only 44.4% of students have increased their scores. In addition to the interventions available to all students, additional math tutors are made available through Title I funding. They provide additional support prior to AIMS exam test dates. A full time math teacher to be hired next school year will also provide one on one support for all sub-group students.

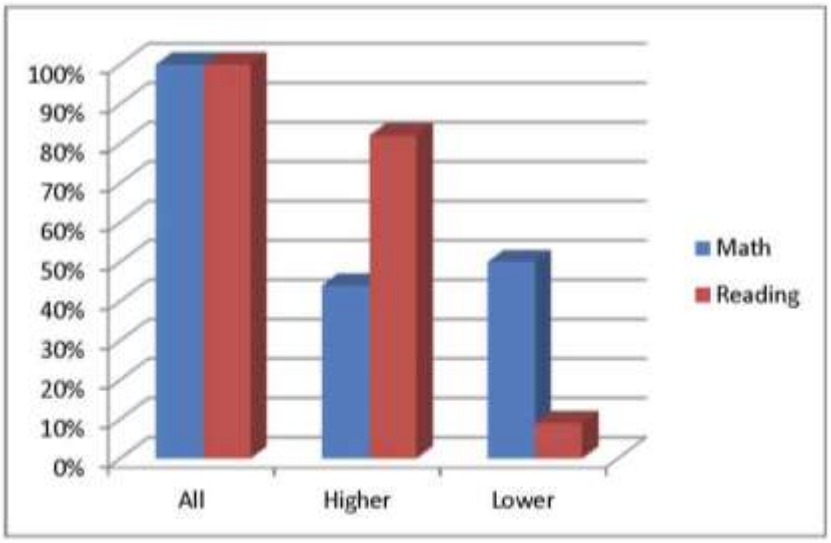
AIMS Math and Reading FRL

1. These are the summary spreadsheets for AIMS scores.
2. They show how many students were included in the group.
3. How many of those students have only taken 1 Exam and how many have taken multiple exams.
4. The last 3 numbers show the comparrison between the two most current exams scores for students who have taken multiple exams

	Reading FRL	
41	Students	
30	1 Exam	73.2%
11	Mulitiple Exams	26.8%
9	Higher scores	81.8%
1	Lower scores	9.1%
1	Same scores	9.1%

	Math FRL	
42	Students	
24	1 Exam	57.1%
18	Mulitiple Exams	42.9%
8	Higher scores	44.4%
9	Lower scores	50.0%
1	Same scores	5.6%

	All	Higher	Lower	Same
Math	100%	44%	50%	6%
Reading	100%	82%	9%	9%



Sub-Group SPED

For each eligible student, Taylion will provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In order to do so, the schools employ highly qualified teachers, who, in compliance with the Individuals with Disabilities Education Act (IDEA), will deliver appropriate accommodations, modifications, special education services, and related services, which have been documented in the student's Individualized Education Program (IEP). The objective of this program is to help each student reach his or her functional, behavioral, and academic potential then graduate from high school before he or she "ages out".

The IEP will be used to document the student's functional, behavioral, and academic benchmarks and goals as well as to formalize the improvement strategy that has been agreed to by the school, the parent, and the student. This document, which will be reviewed and updated, at least, annually, may include strategies for growth and improvement in school attendance, school behavior, academic skills, progress toward graduation, and/ or achievement on state-mandated tests. For each student, a Program of Study (POS), which is a summary of classes completed, AIMS test scores, classes to be scheduled, and the proposed classroom setting for each class, will be used as a "road map" leading to graduation.

At this time, Taylion Virtual Academy does not have any identified special needs students so the data does not reflect growth based on the implementation of our supplemental program.

Summary

In order to provide each student an opportunity to achieve growth and improvement, we will monitor performance, review progress, and initiate adjustments throughout the school year.

Although the special education program will provide appropriate levels of instructional support, tutoring, and study skills support for the student, as well as consultation support for the school staff, student attendance, work habits, and communication with the school staff are variables that will have a significant impact on student growth and improvement.

Professional Development. Accountability

At Taylion Virtual Academy, student achievement, research based models, and teacher learning needs drive our professional development and trainings. Review and analysis of student assessment results and teacher evaluations prompt the scheduled developments to assist in an increase in student growth in math and reading.

Teachers participate in trainings that encourage best practices in the unique format of an online school. Trainings are attended virtually, in house, and through webinars.

Professional development in the content areas of math and reading are developed by an analysis of assessment results to target specific needs to increase proficiency across the main and sub-groups. Special attention and focus is given to the areas of English Language Learner instruction, as well as addressing the needs of diverse student populations.

Evaluators are able to review implementation of professional development topics throughout the year with teacher evaluations and student driven data. Evaluators are then able to monitor, adjust, and revisit professional development opportunities to best serve the student population and provide training for staff.

The use of Florida Virtual Curriculum is implemented with quality instruction aligned with state standards. Our combination of assessment measures (AIMS, Galileo Assessments, Pre/post course tests) allow for accountability. Professional development is guided by student performance and teacher need. Revisions and updates to curriculum from specialists ensure up to date offerings and the top level of courses.

Increasing student academic growth and proficiency is evident through our assessment plan and continued monitoring of student achievement.

Our school moved from a “D” in 2012 to “NR” in 2013 based on the limited amount of sophomores testing. In 2012, enough sophomores were present to complete the exam, which resulted in our D rating. The subsequent year, our sophomore populated was lower so not enough students were assessed.

Professional development calendar

February 3rd - Strengthening Writing Instruction through Formative Assessment:
February 7th - Blended Learning in the Math Classroom
March 3rd - Understand the Critical Role of Oral Language In Reading for your Title 1 and ELL students
March 5th - Meeting Students where and When they Need it- District Wide approach to online learning
March 7th - Implementing the Common Core math Standards
April 7th - Common Core State Standards: Teaching ELA/Literacy to English- language Learners
April 11th - Blended learning Strategies for Common Core math
May 5th - Using Data to Inform Instruction and Personalize Learning: A Continuous Improvement Framework
May 7th - Spurring Latino Students to higher achievement
June 11th - Addressing Diverse Student Learning Needs
June 18th - E-learning goes global
August 4th – Improving literacy for English Language Learners

Increasing Graduation Rate

At Taylion graduation is at the center of everything we do. Dealing with such a transient, at risk student population makes it very difficult to maintain a high graduation rate. Many of the 3rd and 4th year students enrolling with us come to us deficient in credits. For that reason our 4 year graduation rate is only 18.1%. Our 5 year graduation rate is significantly higher at 42.6%. While we have no control over the credit status of incoming students, we do have measures in place to provide students with the best opportunity to catch up on their credits as quickly as possible. Taylion implements a comprehensive approach to increasing our graduation rate. Research shows that highly effective online school practices include frequent and meaningful contact. Our plan works to provide the students with the personal support and connection needed to work through their courses in a virtual setting.

First, students are counseled and guided with a custom created program of study to ensure courses fit their needs. Their personalized program of study is reviewed and updated as they increase their progress towards graduation. Teachers provide consistent, meaningful feedback to instruct students on their understanding, assignments, and progress. Finally, mentoring is a secondary strategy employed for frequent contact, support, and tutoring.

Students can create their own pace charts based upon the time frame they would like to complete the course. All students start out with 2 courses at a time and are given 6 weeks to complete them. Students passing their courses with A's and B's are allowed to work on up to 4 courses at a time, if they choose. Once a course is complete the student can begin their next course. If more time is needed, a course can be extended. Students have the flexibility to work anytime day or night and from anywhere they have an internet connection. These practices demonstrate the progress towards increasing our graduation rate by allowing students to earn their credits towards graduation with the flexibility desired by our population.

In addition, students are enrolled in "ECAP" courses each of school that are designed to help students develop career and college readiness skills and create individual plans for success. Students have completed 22 ECAP courses this year and 38 are currently working on them. These courses work in unison with the Arizona Career Information System and allow for them to continually engage in the readiness concepts and tasks. Teachers monitor their work and review the students' progress towards graduation.

Students' assessments scores and course log-ins are also utilized as a monitoring factor. Academic and individual plans are created based on need. Together, these components help to create a comprehensive plan to increase graduation rate.

SCHOOL REPORT CARD 2013

Arizona Department of Education

John Huppenthal Superintendent of Public Instruction

Research and Evaluation Section
(602) 542-5151 / reportcards@azed.gov

Taylion Virtual High School of Arizona

E-Institute Charter Schools, Inc.

4744 W. Grovers
Glendale, AZ 85308
(602) 663-5596 office
(602) 889-7806 fax
www.Taylion.com

Principal	Paul Dahl
	paul.dahl@taylion.com
Entity ID	90815
CTDS	078911206
Grades Served	9 - 12
Students Enrolled	83
Type of School	Charter Facility

School Mission and Goals

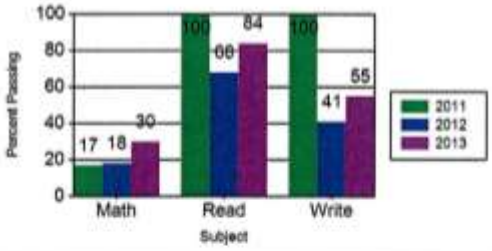
E-Institute Charter High School's mission is to provide students an alternative choice in completing their high school education by providing a structured learning environment with personalized education plans including computer based courses & mastery based instruction & awarding a diploma upon fulfilling graduation requirements. We service adjudicated youth, pregnant/parenting students,dropout students,students with poor academic standing, behind in credits & students with behavioral issues

Office Hours	7:00 AM to 4:30 PM
Number of Instruction hours	8
Number of Instruction days	Not Avail
School Year Start and End	Not Avail

A-F Letter Grade For The School	NR
The Federal School Improvement Status	None
The AMO Status For This School	Not Met
The AYP Status For This School	Discontinued

Test Results for Spring 2013

Arizona's Instrument to Measure Standards (AIMS)



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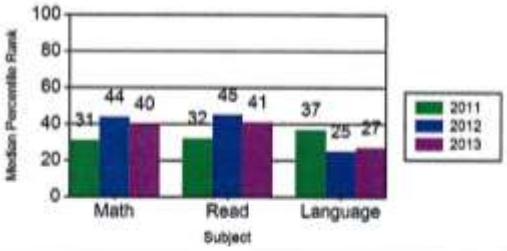

Measure of Academic Progress (MAP)

Coming Soon

On campus Incidents: No incidents reported

No comments reported

Arizona English Language Learners Assessment (AZELLA)

ELL Reclassification Rate	NA

School Performance Measures

Attendance Rate	100.0%
Promotion Rate**	126.0%
Dropout Rate	15.8%
Four-Year Graduation Rate*	18.1%
Five-Year Graduation Rate*	42.6%

* - Graduation Rate does not apply to K-8 Schools
** - Promotion Rate is based on self-reported data (October 1 Enrollment and year-end number of students promoted)
NA - Not Applicable

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Academic Persistence

Taylion Virtual Academy employs a comprehensive approach to ensure students are motivated and engaged in school. Research based strategies show interest level is a key to engagement for students. Students are encouraged to select courses that appeal to them whenever possible. In addition, our courses are created by experts in the field who specialize in creating online curriculum that is engaging, interactive, accessible on their time, and interest catching.

Levels of engagement are measured by amount/duration of work time and communication with teachers and support staff. Student mentors are consistently reaching out and connecting with students to assist them with the completion of their courses.

Teachers are the final component of our comprehensive approach. They help students by providing consistent and meaningful feedback and instructional support. Teachers are able to work with the flexibility of the core and supplemental curriculums to set the students up for success.

Conclusion

Taylion Virtual High School is nearing the completion of its third full year of school. The charter renewal process has been very beneficial to the current school administration. While much data has been provided to demonstrate student growth and the systems we have in place to assess, monitor and improve student performance, the renewal process has enabled us to brainstorm ways to improve our systems, expand our data sources and build a more comprehensive and sustainable and manageable program to ensure each student the opportunity to develop the character, confidence, and skills needed for success.