The Shelby School

Renewal Application

Meeting Academic Performance Expectations Section

March 2014

Introduction

The Shelby School was granted a charter by the Arizona State Board of Education on June 22, 2000. We are a small, rural K-10 school, located 17 miles east of Payson, with a 501(c)(3) non-profit status in good standing with the Arizona Corporation Commission. We are also the only charter school in this greater region to offer an alternative to public education for grades K-8.

The Shelby School provides small group and individualized instruction in order to maximally facilitate the learning and development of its students. The Shelby School's mission is to increase the academic achievement of children using a total developmental perspective which considers a child's needs in cognitive development, social-emotional development and physical development. The mission is achieved with four main ingredients: a cognitive developmentally based curriculum, the emotional and social development of students, an arts education emphasis, and parent communication and involvement. The fundamental beliefs underlying The Shelby School are that academic competence is a major contributor to functional adulthood but that a well-developed intellect without emotional stability, self esteem, the ability to communicate, and compassion for others is of little or no value.

Though academic competence is a fundamental mission of The Shelby School, we have seen the academic performance of our children decrease over the past several years particularly in the math area.

In 2005, we were Highly Performing. In 2006 and 2007 we were Performing Plus, and in the three years, 2008, 2009, and 2010, we were at a Performing level. We began to examine this decrease during the 2008-2009 school year and initiated changes in our curriculum and instruction in 2009 which was not effective. We have since instituted a radical change for students for our 2013-2014 academic year. Table 1 below presents the percent passing in reading and math each year since 2006.

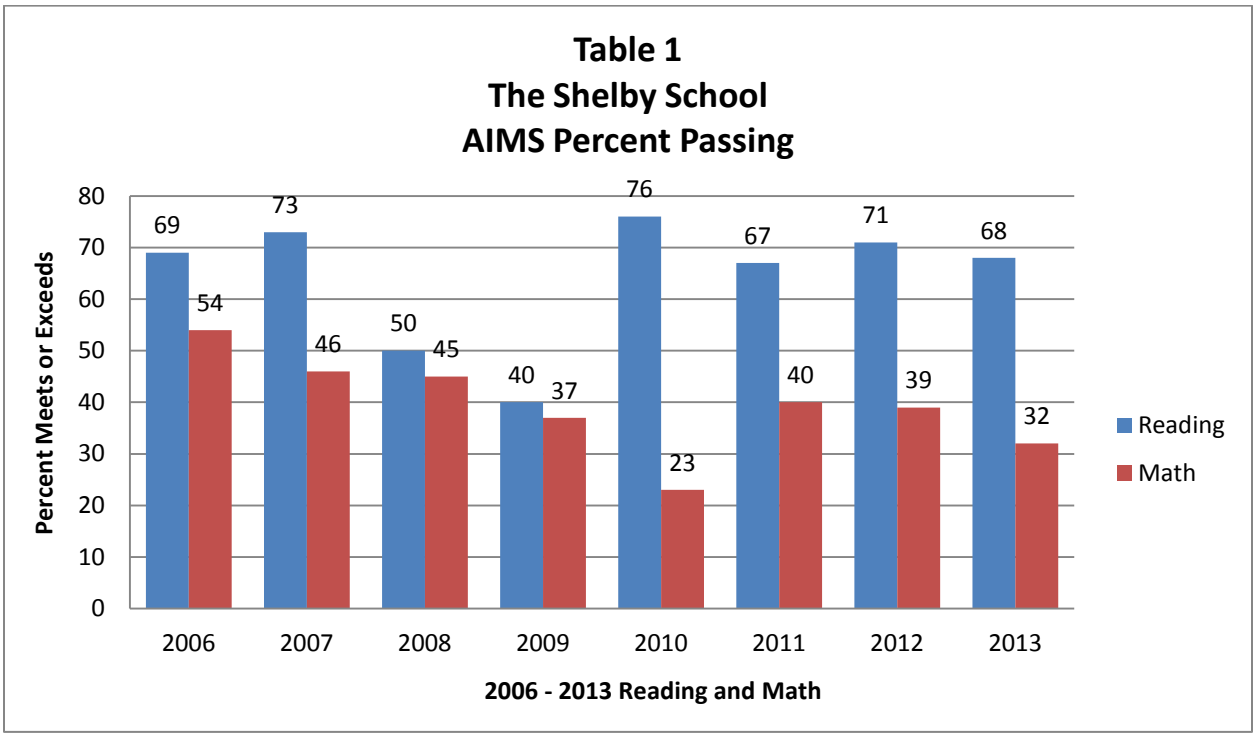
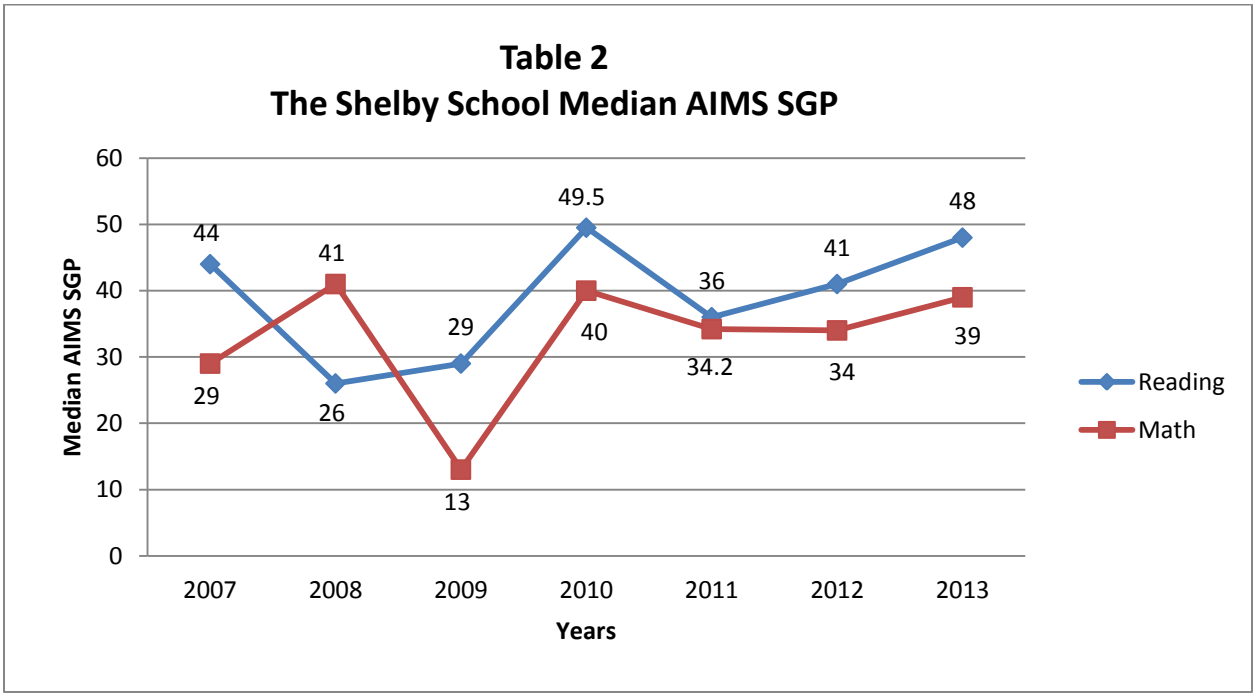


Table 2 presents the SGP in reading and math since 2007.



The ASBCS staff evaluated our school with their initial and site visit in July of 2013 with their Demonstration of Sufficient Progress Evaluation Instrument and had one main concern. That concern was expressed throughout their final evaluation, that is, that we did not demonstrate improved student growth in math, for our total group, our FRL students, and our SPED and Bottom 25% students.

We are committed to increase the math performance of our students and the majority of this renewal application will examine the new curriculum and instruction instituted for the 2013-2014 year and present Benchmark data that each sub-group and total group are performing. Since this report is due prior to our receipt of the 2014 AIMS results, the AIMS results will be the final determination of our students' success; however, we hope the data that is provided is highly predictive of their AIMS performance. Our five-year **Performance Management Plan (PMP) for Math Achievement 2014** is presented in a separate uploaded document.

The remainder of this renewal application will examine the changes we've also made to our reading curriculum and instruction for the 2013-2014 year. We will present available Benchmark data as well.

Meeting Math Academic Performance Expectations

2013-2014 Math Program Changes

Our Reading and Math Committee (RMC) met with ASBCS staff during their site visit July of 2013 and discussed the planned changes to our math curriculum for the 2013-2014 year. We instituted the following changes which started in the fall of 2013:

1. After an extensive review of numerous math curriculum programs by our RMC we purchased and implemented, with teacher training, the **Everyday Math** program by McGraw-Hill for grades K-6.
2. We purchased and implemented the on-line **ALEKS** math program by McGraw Hill Education (www.aleks.com) for all students who Fell Far Below (FFB) or Approached (A) on their 2013 AIMS or SAT-10 Math scores in grades 3 to 10. The ALEKS program is aligned with the State math standards as well.
3. We purchased 13 new laptops and created a math lab for the ALEKS program.
4. We created a second math class each day for students. The first class is the **Everyday Math** curriculum for students. The second class is the **ALEKS** math lab for those who FFB or A. For those who Meet, additional enrichment activities and individualized instruction were provided.
5. Students who were at Tier 3 (FFB) received an additional 50 minutes per day, five days per week of math instruction. Those at Tier 2 (A) received a minimum of 50 minutes, four days per week.
6. We also implemented several other workshops. For example, students in grades 3 to 10 who knew their multiplication tables from 0 to 12 worked to receive a $25 credit to the school's concession stand. We have had numerous workshops with different grade levels on metric

measurements and conversions, as well as adding, subtracting, multiplying and dividing positive and negative numbers. Additional planned workshops for the spring semester will focus on vector analyses and identifying and calculating properties of different solid figures, both weak areas from prior AIMS results.

2013-2014 Math Benchmark Results-Total Grades

One major source of our students' math progress is the ALEKS program. Based on their initial assessment in August until their assessment on January 30th, Table 3 below presents each student (anonymously coded for privacy) and grade level who are participating in the ALEKS lab (or not) with their corresponding percent of topics mastered and, in the final column, their gain score percent mastery, as of the end of January. Their prior year math AIMS results also are included. This master summary table also presents whether a student was in one or more of the three groups: FRL, SPED, and Bottom 25%.

Table 3

ALEKS Initial and January Assessment

Grades 3 – 8 Math Progress

Code/ Start Date if not 8/1/13	FRL	SPED	Bot 25%	2013 AIMS/SAT Math	ALEKS 2013-2014	Aleks Initial Assessment August 2013 Topics Mastered/ Total Topics	% Mastery Pre	Aleks Assessment January 30, 2014 Topics Mastered/ Total Topics	% Mastery Jan	% GAIN
3-1	Y			A 43 NPR	Y	6/127	5	68/127	54	49
3-2	NO			M 80 NPR	N	--	--	--	--	--
3-3 **1/14**	Y			FFB 14 NPR	Mid-year	13/127 Jan. Test	10	--	--	--
3rd Grade Totals N = 3	**2/3 = 67%**	**0/3 = 0%**	**0/3 = 0%**		**1/2 = 50%**	**6/127**	**5**	**68/127**	**54**	**49**
4-1	Y			FFB 264(303A)	Y	27/197	14	109/197	55	41
4-2	Y			A 322(349M)	Y	12/197	6	134/197	68	62
4-3	Y			FFB 292(303A)	Y	13/197	7	130/197	66	59
4-4	Y	Y	Y	A 303(303A)	Y	15/197	8	57/197	29	21

4-5	NO			A 313(347M)	Y	16/197	8	134/197	68	60
4th Grade Totals N = 5	**4/5 = 80%**	**1/5 = 20%**	**1/5 = 20%**		**5/5 = 100%**	**16/197**	**8**	**119/197**	**60**	**52**
Code/ Start Date if not 8/1/13	**FRL**	**SPED**	**Bot 25%**	**2013 AIMS/SAT Math**	**ALEKS 2013-2014**	**Aleks Initial Assessment August 2013 Topics Mastered/Total Topics**	**% Mastery Pre**	**Aleks Assessment January 30, 2014 Topics Mastered/Total Topics**	**% Mastery Jan**	**% GAIN**
5-1	Y			M 376(366M)	N	--	--	--	--	--
5-2	Y		Y	FFB 326(331A)	Y	34/266	13	125/266	47	34
5-3	Y	Y		M 374(366M)	N	--	--	--	--	--
5-4	NO			M 395(366M)	N	--	--	--	--	--
5-5 **9/4**	Y		Y	FFB Out-of-state testing	Y	29/266	11	44/266	16	5
5-6	Y		Y	FFB 301(331A)	Y	19/266	7	74/266	28	21
5th Grade Totals N = 6	**5/6 = 83%**	**1/6 = 17%**	**3/6 = 50%**		**3/6 = 50%**	**27/266**	**10**	**87/266**	**33**	**23**
6-1 **10/17**	Y			FFB 330(348A)	Y	50/324*	15	149/324*	46	31
6-2	NO			A 361(381M)	Y	87/324	27	231/324	71	44
6-3	Y	Y		A 370(381M)	Y	41/324	13	123/324	38	25
6-4	NO			A 379(381M)	Y	63/324	19	224/324	69	50
6th Grade Totals N = 4	**2/4 = 50%**	**1/4 = 25%**	**0/4 = 0%**		**4/4 = 100%**	**64/324 N = 3**	**20**	**196/324 N = 3**	**60**	**40**

Code/ Start Date if not 8/1/13	FRL	SPED	Bot 25%	2013 AIMS/SAT	ALEKS 2013-2014	Aleks Initial Assessment August 2013 Topics Mastered/Total Topics	% Mastery	Aleks Assessment January 30, 2014 Topics Mastered / Total Topics	% Mastery Jan	% GAIN
7-1	NO	Y		A 396(398M)	Y	114/282	40	164/282	58	18
7-2	Y			M 413(398M)	N	--	--	--	--	--
7-3	NO			M 444(446E)	N	--	--	--	--	--
7-4	Y			M 410(398M)	N	--	--	--	--	--
7-5 **10/17**	Y			A 366(366A)	Y	28/271*	10	89/271*	33	23
7-6	Y		Y	FFB 329(366A)	Y	28/282	10	127/282	45	35
7-7 **1/14**	Y			M 423(446E)	Mid-year	--	--	--	--	--
7th Grade Totals N = 7	**5/7 = 71%**	**1/6 = 17%**	**1/6 = 17%**		**3/6 = 50%**	**70/282 N = 2**	**25**	**156/282 N = 2**	**55**	**30**
8-1 **8/2**	Y	Y		FFB 372(382A)	Y	29/271	11	114/271	42	32
8-2	Y			A 403(411M)	Y	82/271	30	208/271	77	47
8-3	Y	Y	Y	A 400(411M)	Y	22/271	8	127/271	47	39
8th Grade Totals N = 3	**3/3 = 100 %**	**2/3 = 67%**	**1/3 = 33%**		**3/3 = 100%**	**44/271**	**16**	**150/271**	**55**	**39**
N =28 (N= 26 omit Jan admit)	**21/26 = 81%**	**6/26= 23%**	**6/26 = 23%**		**19/26 = 73%**				**53**	**39**

*Late start, not included in grade level summary.

As noted in Table 3 above, given no withdrawals from this date we will have 28 students tested on the spring AIMS, two of which started January 14th, and two who started October 17th. If the two January admits are excluded from the AIMS results we will have a total of 26 students tested. Of these 26, 21 or 81% are in the FRL group, 6/26 or 23% are in each the SPED and Bottom 25% groups.

Other than our 3rd grade, each grade level has one or more students who fall into either the SPED or Bottom 25% groups. We are concerned, even though they show progress, that their results can affect the overall grade level results since we have grade level sizes which range from only three to six students.

Table 4 below summarizes the initial and January assessment by the specific topics mastered in the ALEKS program. The first topics for each grade level build the foundation for the latter topics and show significant growth for each grade level.

Table 4

ALEKS Topics Report, Initial and January 30th

Grade Level	ALEKS Topics	Initial Assessment Percent Mastery	January 30th Assessment Percent Mastery
3rd Grade N = 1/2	**Total**	**6/127 5%**	**68/127 54%**
	Place Value and Money	0	100
	Addition and Subtraction	25	100
	Multiplication and Division	0	40
	Geometry, Measurement, and Graphs	2	47
	Fractions and Decimals	0	19
4th Grade N = 5/5	**Total**	**16/197 8%**	**119/197 60%**
	Number Sense, Addition and Subtraction	39	100
	Multiplication and Division	5	60
	Fractions, Time, and Customary Measurement	3	37
	Decimals, Money, and Metric Measurement	3	66
	Geometry	0	48
	Algebra, Graphs, and Probability	5	64
5th Grade N = 3/6	**Total**	**27/266 10%**	**87/266 33%**
	Whole Numbers	26	65
	Fractions and Proportions	4	14
	Decimals and Percents	3	17
	Geometry and Measurement	3	26
	Algebra and Graphs	6	17
6th Grade N = 3/4	**Total**	**64/324 20%**	**196/324 60%**
	Whole Numbers	52	90
	Fractions and Decimals	12	71
	Geometry	5	48
	Measurement and Graphs	16	57
	Proportions, Percents, and Probability	2	25
	Algebra	8	40
7th Grade N = 2/6	**Total**	**70/282 25%**	**156/282 55%**
	Whole Numbers	54	99

	Fractions and Proportions	28	76
	Decimals and Percents	24	57
	Measurement, Graphs and Probability	12	29
	Algebra	16	36
	Geometry	8	23
8th Grade N = 3/3	**Total**	**44/271 16%**	**150/271 55%**
	Whole Numbers and Integers	44	99
	Fractions and Proportions	18	84
	Decimals and Percents	20	61
	Measurement, Graphs and Probability	7	38
	Algebra	13	33
	Geometry	5	36

2013-2014 Math Benchmark Results-SPED Group

Table 5 presents our six SPED students with their last years AIMS results, their initial assessment in August and the recent January progress. They have exhibited progress but not at the same rate as the total students combined. Based on their noted progress, we would predict that they would at least have a significant math SGP, if not more than one student passing the AIMS. We plan to perform a correlational analysis once the 2014 AIMS math results are available to determine the relationships among different performance factors such as ALEK scores and their AIMS test scores.

Table 5

ALEKS Initial and January Assessment- Grades 3 – 8 Math Progress

SPED Students

Code/ Start Date if not 8/1/13	SPED	2013 AIMS/SAT Math	ALEKS 2013-2014	Aleks Initial Assessment August 2013 Topics Mastered/Total Topics	Percent Mastery Initial Testing	Aleks Assessment January 30, 2014 Topics Mastered/Total Topics	Percent Mastery January Testing	% GAIN
4-4	Y	A 303(303A)	Y	15/197	8	57/197	29	21
5-3	Y	M 374(366M)	N	--	--	--	--	--
6-3	Y	A 370(381M)	Y	41/324	13	123/324	38	25
7-1	Y	A 396(398M)	Y	114/282	40	164/282	58	18
8-1 **8/2**	Y	FFB 372(382A)	Y	29/271	11	114/271	42	32
8-3	Y	A 400(411M)	Y	22/271	8	127/271	47	39
N =28 (N= 26 without Jan admits)	**6/26= 23%**		**5/6 = 83%**		**16 Mdn = 11**		**43**	**27**

2013-2014 Math Benchmark Results-Bottom 25% Group

Table 6 presents our six Bottom 25% students with their last years AIMS results, their initial assessment in August and the recent January progress. They have exhibited progress but not at the same rate as the total students combined.

Table 6

ALEKS Initial and January Assessment

Grades 3 – 8 Math Progress

Bottom 25% Students

Code/ Start Date if not 8/1/13	Bottom 25%	2013 AIMS/SAT Math	ALEKS 2013-2014	Aleks Initial Assessment August 2013 Topics Mastered/Total Topics	Percent Mastery Initial Testing	Aleks Assessment January 30, 2014 Topics Mastered/Total Topics	Percent Mastery January Testing	% GAIN
4-4	Y	A 303(303A)	Y	15/197	8	57/197	29	21
5-2	Y	FFB 326(331A)	Y	34/266	13	125/266	47	34
5-5 **9/4**	Y	FFB Out-of-state testing	Y	29/266	11	44/266	16	5
5-6	Y	FFB 301(331A)	Y	19/266	7	74/266	28	21
7-6	Y	FFB 329(366A)	Y	28/282	10	127/282	45	35
8-3	Y	A 400(411M)	Y	22/271	8	127/271	47	39
N =28 (N= 26 without Jan admits)	**6/26 = 23%**		**6/6 = 100%**		**9**		**35**	**26**

2013-2014 Math Benchmark Results-FRL Group

Table 7 presents our FRL students with their last years AIMS results, their initial assessment in August and the recent January progress. Since 73% or 19 of 26 students qualify for FRL, the FRL results are most similar to our total group results in Table 3.

Table 7

ALEKS Initial and January Assessment

Grades 3 – 8 Math Progress

FRL Students

Code/ Start Date if not 8/1/13	**FRL**	**2013 AIMS/SAT Math**	**ALEKS 2013-2014**	**Aleks Initial Assessment August 2013 Topics Mastered/Total Topics**	**Percent Mastery Initial Testing**	**Aleks Assessment January 30, 2014 Topics Mastered/Total Topics**	**Percent Mastery January Testing**	**% GAIN**
3-1	Y	A 43 NPR	Y	6/127	5	68/127	54	49
3-3 **1/14**	Y	FFB 14 NPR	Mid-year	13/127 Jan Test	10	--	--	--
3rd Grade FRL Totals N = 2				**6/127**	**5**	**68/127**	**54**	**49**
4-1	Y	FFB 264(303A)	Y	27/197	14	109/197	55	41
4-2	Y	A 322(349M)	Y	12/197	6	134/197	68	62
4-3	Y	FFB 292(303A)	Y	13/197	7	130/197	66	59
4-4	Y	A 303(303A)	Y	15/197	8	57/197	29	21
4th Grade FRL Totals N = 4				**17/197**	**9**	**108/197**	**55**	**46**
Code/ Start Date if not 8/1/13	**FRL**	**2013 AIMS/SAT Math**	**ALEKS 2013-2014**	**Aleks Initial Assessment August 2013 Topics Mastered/Total Topics**	**Percent Mastery Initial Testing**	**Aleks Assessment January 30, 2014 Topics Mastered/Total Topics**	**Percent Mastery January Testing**	**% GAIN**
5-1	Y	M 376(366M)	N	--	--	--	--	--
5-2	Y	FFB 326(331A)	Y	34/266	13	125/266	47	34
5-3	Y	M 374(366M)	N	--	--	--	--	--
5-5 **9/4**	Y	FFB Out-of-state testing	Y	29/266	11	44/266	16	5
5-6	Y	FFB 301(331A)	Y	19/266	7	74/266	28	21
5th				**27/266**	**10**	**81/266**	**30**	**20**

Grade FRL Totals N = 5				**N = 3**		**N = 3**		
6-1 **10/17**	Y	FFB 330(348A)	Y	50/324*	15	149/324*	46	31
6-3	Y	A 370(381M)	Y	41/324	13	123/324	38	25
6th Grade FRL Totals N = 2				**41/324 N = 1**	**13**	**123/324 N = 1**	**38**	**25**
Code/ Start Date if not 8/1/13	**FRL**	**2013 AIMS/SAT Math**	**ALEKS 2013-2014**	**Aleks Initial Assessment August 2013 Topics Mastered/Total Topics**	**Percent Mastery Initial Testing**	**Aleks Assessment January 30, 2014 Topics Mastered/Total Topics**	**Percent Mastery January Testing**	**% GAIN**
7-2	Y	M 413(398M)	N	--	--	--	--	--
7-4	Y	M 410(398M)	N	--	--	--	--	--
7-5 **10/17**	Y	A 366(366A)	Y	28/271*	10	89/271*	33	23
7-6	Y	FFB 329(366A)	Y	28/282	10	127/282	45	35
7-7 **1/14**	Y	M 423(446E)	Mid-year	--	--	--	--	--
7th Grade FRL Totals N = 5				**28/282 N = 1**	**10**	**127/282 N = 1**	**45**	**35**
8-1 **8/2**	Y	FFB 372(382A)	Y	29/271	11	114/271	42	32
8-2	Y	A 403(411M)	Y	82/271	30	208/271	77	47
8-3	Y	A 400(411M)	Y	22/271	8	127/271	47	39
8th Grade FRL Totals N = 3				**44/271**	**16**	**150/271**	**55**	**39**
N =28 (N= 26 without Jan admits)	**19/26 = 73%**		**15/19 = 79%**				**46**	**36**

*Late start, not included in grade level summary.

Appendix A-ALEKS Data Results for Grades 3 to 8, is a separate document uploaded with this report which presents the actual data obtained for the above analyses from ALEKS.

On-going Concern

As a small rural school with typically less than 30 students tested each year on the AIMS and the SAT-10, and with a typical grade level of less than five students, the aggregate data by grade level and even by total school performance can be significantly skewed by one or two students performing poorly in that grade level. As noted above, other than in grade 3, we have a minimum of 1 to 3 students in each class from grades 4 to 8 that are either a SPED and/or Bottom 25% student. This is one reason why the master summary table, Table 3, was presented to give an overall picture of our students.

In addition, and over the last several years particularly, a change in the demographics of the student body has occurred. The demographics have changed to include students who are considered high risk for dropping out, those with excessive absences, those with significant family problems, those who have been suspended or expelled from other schools, and typically, those who have no other educational alternatives. These factors are not reflected in any of our sub-group comparisons as SPED and Bottom 25% groups. The Shelby School's 2010 narrative within its Performance Management Plan submitted to the State in 2010 details both quantitatively and qualitatively these demographic changes so we will not repeat them in this renewal document.

2013-2014 Math Benchmark Results-Class Curriculum

We also analyzed mid-year performance within the regular math classroom; for grades 3 to 6 we used the mid-year assessment from the **Everyday Math** Program. For grades 7 and 8 we administered the AIMS Sample Math Test (January 2011 version). Although all grades showed significant progress, grades 7 and 8 did not show progress in, for instance, Strand 4 Geometry and Measurement, since classroom instruction for that strand begins the second half of the school year.

We are optimistic that this progress as seen in ALEKS and the regular classroom will translate to a higher percent of students passing the 2014 Math AIMS and/or exhibiting a significant growth in students' Math SGP. We are predicting a range of students passing the Math AIMS from a low of 10/26 students (or 38%) to a high of 17/26 (or 68%). Given this range, our "best" prediction to date is that 13/26 students or 50% will pass.

Table 8

2013-2014 Demonstration of Sufficient Progress- Math-Grades 3 – 8 Class Math Progress

Strands	**Mid-Year Testing (12/20/13)**	
	Percent Mean Mastery	**Percent Median Mastery**
Strand 1: Number and Operations		
4th Grade (N = 5)	81	86
5th Grade (N = 6)	73	82
6th Grade (N = 4)	57	56
7th Grade* (N = 6)	50	50
8th Grade* (N = 3)	21	35
Strand 2: Data Analysis, Probability, and Discrete Mathematics		
4th Grade	86	83
5th Grade	76	92
6th Grade	64	63
7th Grade*	36	29
8th Grade*	43	36
Strand 3: Patterns, Algebra, and Functions		
4th Grade	45	50
5th Grade	Not tested at Mid-year	
6th Grade	59	55
7th Grade*	55	64
8th Grade*	48	43
Strand 4: Geometry and Measurement		
4th Grade	77	75
5th Grade	60	70
6th Grade	Not tested at Mid-year	
7th Grade*	19	21
8th Grade*	14	14
Strand 5: Structure and Logic		
4th Grade	Not tested at Mid-year	
5th Grade	Not tested at Mid-year	
6th Grade	Not tested at Mid-year	
7th Grade*	57	60
8th Grade*	27	40
*Grades 7 and 8 took their AIMS Sample Test		
3rd Grade- **Operations and Computation**- (N = 2)	85	85
3rd Grade- **Measurement and Preference Frames**- (N = 2)	100	100
3rd Grade- **Data and Chance**- (N = 2)	100	100

Meeting Reading Academic Performance Expectations

2013-2014 Reading Program Changes

Our Reading and Math Committee (RMC) met with ASBCS staff during their site visit in July of 2013 and discussed the planned changes to our reading curriculum for the 2013-2014 year. We instituted the following changes which started in the fall of 2013:

1. After an extensive review of numerous reading curriculum programs by our RMC we purchased, trained teachers, and implemented the on-line **Read Naturally Live** program for all students who Falls Far Below (FFB) or Approached (A) on their 2013 AIMS or SAT-10 Reading scores in grades 3 to 10. The **Read Naturally Live** program is aligned with the State's reading standards as well. We eliminated the **Great Leaps** Program and substituted in its place **Read Naturally Live.**
2. We purchased 13 new laptops and created a reading lab for the **Read Naturally Live** program.
3. We created a second reading class each day for students. The first is the class curriculum for students, for instance the K-3 Scott Foresman Reading Program. The second class is the **Read Naturally Live** lab for those who FFB or A. For those who Meet, additional enrichment activities and individualized instruction were added.
4. Students who were at Tier 3 (FFB) received an additional 50 minutes per day, five days per week of reading instruction and those at Tier 2 (A) received a minimum of 50 minutes, four days per week. This grouping was either the result of their prior year's AIMS Reading scores and/or their Dibels Benchmark testing.

2013-2014 Reading Benchmark Results-Total Grades

As explained in Table 9, a total of 17 students currently participate in the Read Naturally Live program which includes two students who began in January, a second and a third grader. Inclusion in the program was based on their AIMS reading scores or their Dibels Benchmark scores. Students 6-3, 6-4, and 8-1 were also included in the Read Naturally program although the students had met in the AIMS reading because we wanted to give the students additional enrichment activities. They did not begin the program at the beginning of the school year.

Table 9

2013-2014 Demonstration of Sufficient Progress- Reading

Grades 2 – 8 Reading Progress

Code/ Start Date if not 8/1/13	FRL	SPED	Bottom 25%	2013 AIMS/SAT Reading	Dibels August Benchmark 1 Results	Included in Read Naturally Live Lab
2-1	Y			--	At Risk	Y
2-2	Y			--	Low Risk	N
2-3 **1/14**	Y			--	At Risk (Jan. test)	Y
2nd Grade Totals N = 3	**3/3 = 100%**	**0/3 = 0%**	**0/3 = 0%**		**2/3 = 67%**	**2/3 = 67%**
3-1	Y			FFB 27 NPR	Some Risk	Y
3-2	NO			M 82 NPR	Low Risk	N
3-3 **1/14**	Y			FFB 9 NPR	Some Risk (Jan. test)	Y
3rd Grade Totals N = 3	**2/3 = 67%**	**0/3 = 0%**	**0/3 = 0%**		**2/3 = 67%**	**2/3 = 67%**
4-1	Y			FFB 377(379A)	At Risk	Y
4-2	Y			M 455(516E)	Some Risk	Y
4-3	Y			A 395(431M)	At Risk	Y
4-4	Y	Y	Y	A 403(431M)	At Risk	Y
4-5	NO			A 421(431M)	At Risk	Y
4th Grade Totals N = 5	**4/5 = 80%**	**1/5 = 20%**	**1/5 = 20%**		**5/5 =100%**	**5/5 =100%**
Code/ Start Date if not 8/1/13	**FRL**	**SPED**	**Bottom 25%**	**2013 AIMS/SAT Reading**	**Dibels August Benchmark 1 Results**	**Included in Read Naturally Live Lab**
5-1	Y			M 500(536E)	Low Risk	N
5-2	Y		Y	A 426(450M)	At Risk	Y
5-3	Y	Y		M 487(536E)	Some Risk	Y
5-4	NO			M 484(536E)	Low Risk	N
5-5 **9/4**	Y		Y	M Out-of-state testing	Low Risk	N
5-6	Y		Y	A 422(450M)	Some Risk	Y

5th Grade Totals N = 6	**5/6 = 83%**	**1/6 = 17%**	**3/6 = 50%**		**3/6 = 50%**	**3/6 = 50%**
6-1 **10/17**	Y			A 441(468M)	---	Y
6-2	NO			M 488(556E)	Low Risk	N
6-3	Y	Y		M 520(556E)	Some Risk	Y
6-4	NO			M 495(556E)	Some Risk	Y
6th Grade Totals N = 4	**2/4 = 50%**	**1/4 = 25%**	**0/4 = 0%**		**2/3 = 67%**	**3/4 = 75%**
Code/ Start Date if not 8/1/13	**FRL**	**SPED**	**Bottom 25%**	**2013 AIMS/SAT Reading**	**Dibels Does Not Test 7th and 8th grades**	**Included in Read Naturally Live**
7-1	NO	Y		M 492(571E)	--	N
7-2	Y			M 541(571E)	--	N
7-3	NO			M 527(571E)	--	N
7-4	Y			M 503(571E)	--	N
7-5 **10/17**	Y			M 510(571E)	--	N
7-6	Y		Y	A 470(478M)	--	Y
7-7 **1/14**	Y			M 536(571E)	--	N
7th Grade Totals N = 7	**5/7 = 71%**	**1/6 = 17%**	**1/6 = 17%**		**--**	**1/7 = 14%**
8-1 **8/2**	Y	Y		M 492(489M)	--	Y
8-2	Y			M 511(587E)	--	N
8-3	Y	Y	Y	M 511(587E)	--	N
8th Grade Totals N = 3	**3/3 = 100%**	**2/3 = 67%**	**1/3 = 33%**		**--**	**1/3 = 33%**
N =31 N= 28 (without Jan admits)	**21/28 = 75%**	**6/26= 23%**	**6/26 = 23%**		**14/20 = 70%**	**17/31 = 55%**

Table 10 below presents the grade level progress, and the cold and hot timing words per minute (wpm), and the average score of the students' last three comprehension quizzes. Cold timing is reading a story for the first time while the hot timing reflects wpm after practice.

Table 10

2013-2014 Demonstration of Sufficient Progress- Reading

Grades 2 – 8 Reading Naturally Live Progress

Code/ Start Date if not 8/1/13	2013 AIMS/SAT Reading	Dibels August Benchmark 1 Results	Included in Read Naturally Live Lab	Initial Read Naturally Live Level	Current Read Naturally Live Level (Jan/ Feb)	Grade Level Gain	Latest Cold Timing WPM	Latest Hot Timing WPM	Comp Quiz Percent Correct
2-1	--	At Risk	Y	Pho/1.8a	Seq/2.0	0.2	35	71	100
2-3 **1/14**	--	At Risk (Jan. test)	Y	--	Seq/1.5	--	32	67	100
3-1	FFB 27 NPR	Some Risk	Y	Seq/2.5	Seq/3.5	1.0	77	105	100
3-3 **1/14**	FFB 9 NPR	Some Risk (Jan. test)	Y	--	Seq/3.0	--	61	99	67
4-1	FFB 377(379A)	At Risk	Y	Seq/3.0	Seq/3.5	0.5	77	91	67
4-2	M 455(516E)	Some Risk	Y	Seq/3.5	Seq/4.5	1.0	88	111	90
4-3	A 395(431M)	At Risk	Y	Seq/2.5	Seq/3.0	0.5	67	104	89
4-4	A 403(431M)	At Risk	Y	Seq/2.0	Seq/3.0	1.0	71	100	61
4-5	A 421(431M)	At Risk	Y	Seq/3.0	Seq/4.0	1.0	69	106	81
5-2	A 426(450M)	At Risk	Y	Seq/3.0	Seq/3.5	0.5	63	121	86
5-3	M 487(536E)	Some Risk	Y	Seq/5.0	Seq/6.0	1.0	103	142	81
5-6	A 422(450M)	Some Risk	Y	Seq/4.5	Seq/4.5	0.0	130	148	76
6-1 **10/17**	A 441(468M)	--	Y	Seq/5.0	Seq/5.0	0.0	81	123	86
6-3	M 520(556E)	Some Risk	Y	Seq/6.0	Seq/6.0	0.0*	96	155	69
6-4	M 495(556E)	Some Risk	Y	Seq/6.0	Seq/6.0	0.0*	92	140	94
7-6	A 470(478M)	--	Y	Seq/5.6	Seq/7.0	1.4	90	116	100
8-1 **8/2**	M 492(489M)	--	Y	Seq/7.0	Seq/7.0	0.0*	68	95	85
N =31 N= 28 (without Jan admits)		**15/21 = 71%**	**17/31 = 55%**						

* Students 6-3, 6-4, and 8-1 met in AIMS Reading and did not begin Read Naturally until late fall or early winter.

As seen in Table 10, significant grade level gains have occurred. Or, in the case of students 5-6 and 6-1, for instance, a decline in skills does not seem to be occurring.

Table 11 presents our six SPED students. For the 2013 AIMS Reading, 5 of 6 students did MEET in Reading. However, we chose to include 4 of the 6 in the Read Naturally support program due to either a low Dibels score or other assessment which indicated a potential improvement area.

Table 11

2013-2014 Demonstration of Sufficient Progress- Reading

SPED Students Reading Naturally Live Progress

Code/ Start Date if not 8/1/13	2013 AIMS/SAT Reading	Dibels August Benchmark 1 Results	Included in Read Naturally Live Lab	Initial Read Naturally Live Level	Current Read Naturally Live Level (Jan/ Feb)	Grade Level Gain	Latest Cold Timing WPM	Latest Hot Timing WPM	Comp Quiz Percent Correct
4-4	A 403(431M)	At Risk	Y	Seq/2.0	Seq/3.0	1.0	71	100	61
5-3	M 487(536E)	Some Risk	Y	Seq/5.0	Seq/6.0	1.0	103	142	81
6-3	M 520(556E)	Some Risk	Y	Seq/6.0	Seq/6.0	0.0*	96	155	69
7-1	M 492(571E)	--	N						
8-1 **8/2**	M 492(489M)	--	Y	Seq/7.0	Seq/7.0	0.0*	68	95	85
8-3	M 511(587E)		N						
N=6		**3/6 = 50%**	**4/6 =67%**						

* Students 6-3, and 8-1 met in AIMS Reading and did not begin Read Naturally until late fall or early winter.

Table 12 presents our six Bottom 25% students. For the 2013 AIMS Reading, 2 of 6 students did MEET in Reading; we chose to include 4 of the 6 in the Read Naturally support program due to either a low Dibels score or low AIMS Reading score.

Table 12

2013-2014 Demonstration of Sufficient Progress- Reading

Bottom 25% Students Reading Naturally Live Progress

Code/ Start Date if not 8/1/13	2013 AIMS/SAT Reading	Dibels August Benchmark 1 Results	Included in Read Naturally Live Lab	Initial Read Naturally Live Level	Current Read Naturally Live Level (Jan/ Feb)	Grade Level Gain	Latest Cold Timing WPM	Latest Hot Timing WPM	Comp Quiz Percent Correct
4-4	A 403(431M)	At Risk	Y	Seq/2.0	Seq/3.0	1.0	71	100	61
5-2	A 426(450M)	At Risk	Y	Seq/3.0	Seq/3.5	0.5	63	121	86
5-5 **9/4**	M Out-of-state testing	Low Risk	N						
5-6	A 422(450M)	Some Risk	Y	Seq/4.5	Seq/4.5	0.0	130	148	76
7-6	A 470(478M)	--	Y	Seq/5.6	Seq/7.0	1.4	90	116	100
8-3	M 511(587E)	--	N						
N =6		**3/4 = 75%**	**4/6 =67%**						

Appendix B-Read Naturally Data Results for Grades 2 to 8 is a separate document to upload with this report which presents the actual data obtained for the above analyses from **Read Naturally**. Over the last four years, our average percent passing the AIMS reading test is 70.5%. We are optimistic that this average percent passing will continue and, due to our enriched reading program and our Read Naturally Live support program, that SGPs also will significantly increase from the past four-year average gain of 43.6 into the 50s or 60s. Also, as a separate upload is our **Performance Management Plan (PMP) for Reading Achievement 2014** which delineates our current 5-year plan.

Renewal Application Conclusion

This current document, **Meeting Academic Performance Expectations Section Renewal Application March 2014** and the following four documents comprise the five documents for your consideration. These four additional documents are titled: **Performance Management Plan (PMP) for Math Achievement 2014**, and **Performance Management Plan (PMP) for Reading Achievement 2014.** In addition, we have two Appendices with our uploads **Appendix A ALEKS Data Results for Grades 3 to 8** and **Appendix B Read Naturally Data Results for Grades 2 to 8.** Thank you for your consideration.