Demonstration of Sufficient Progress

Sage Academy Charter School

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1a. Student Median Growth Percentile (SGP)

In the areas of Reading and Math our focus this year was to create curriculum maps that align to Arizona's Academic Standards. From these curriculum maps we began gathering resources to build a curriculum that will increase student growth. Teachers are an integral part of this process, as they gather their own curriculum resources from textbooks, online subscriptions, workbooks, etc. and then we work to align these materials to state standards and our curriculum maps.

The school created curriculum is monitored at regular intervals through the administration of benchmark assessments or Curriculum Based Measures (CBM). We use the data gathered at regular intervals to address any deficiencies and make plans for interventions.

During our weekly professional development meetings we collaborate on curriculum needs, student growth and curriculum alignment to state standards. Individual teachers present evidence of student growth that has been gathered from student work samples, formative and summative assessments, and witnessed through in-class discussions and presentations.

The Academic Director at Sage Academy is also responsible for monitoring curriculum alignment through walk-through observations. During these walk-though observations the current lesson being taught along with the teachers lesson plans are inspected for alignment to state standards.

Teachers are also responsible for offering after-school tutoring one day per week. The tutoring is offered to all students and focuses on increasing reading and math achievement. Students work on specific areas of concern as indicated by their performance on DIBELS assessments, EasyCBM assessments, and teacher administered assessments.

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

In the areas of Reading and Math our focus this year was to create curriculum maps that align to Arizona's Academic Standards. From these curriculum maps we began gathering resources to build a curriculum that will increase student growth, especially for our students in the bottom 25% category. Teachers are an integral part of this process, as they gather their own resources from textbooks, online subscriptions, workbooks, etc. and work to align these materials to state standards and our curriculum maps.

The school created curriculum is monitored at regular intervals through the administration of benchmark assessments or Curriculum Based Measures (CBM). We use the data gathered at regular intervals to address any deficiencies and make plans for interventions. Students that are in the bottom 25% category receive additional interventions through small group or 1-on-1 pullouts. During these pullout sessions the focus was on increasing their performance in the areas of reading/math.

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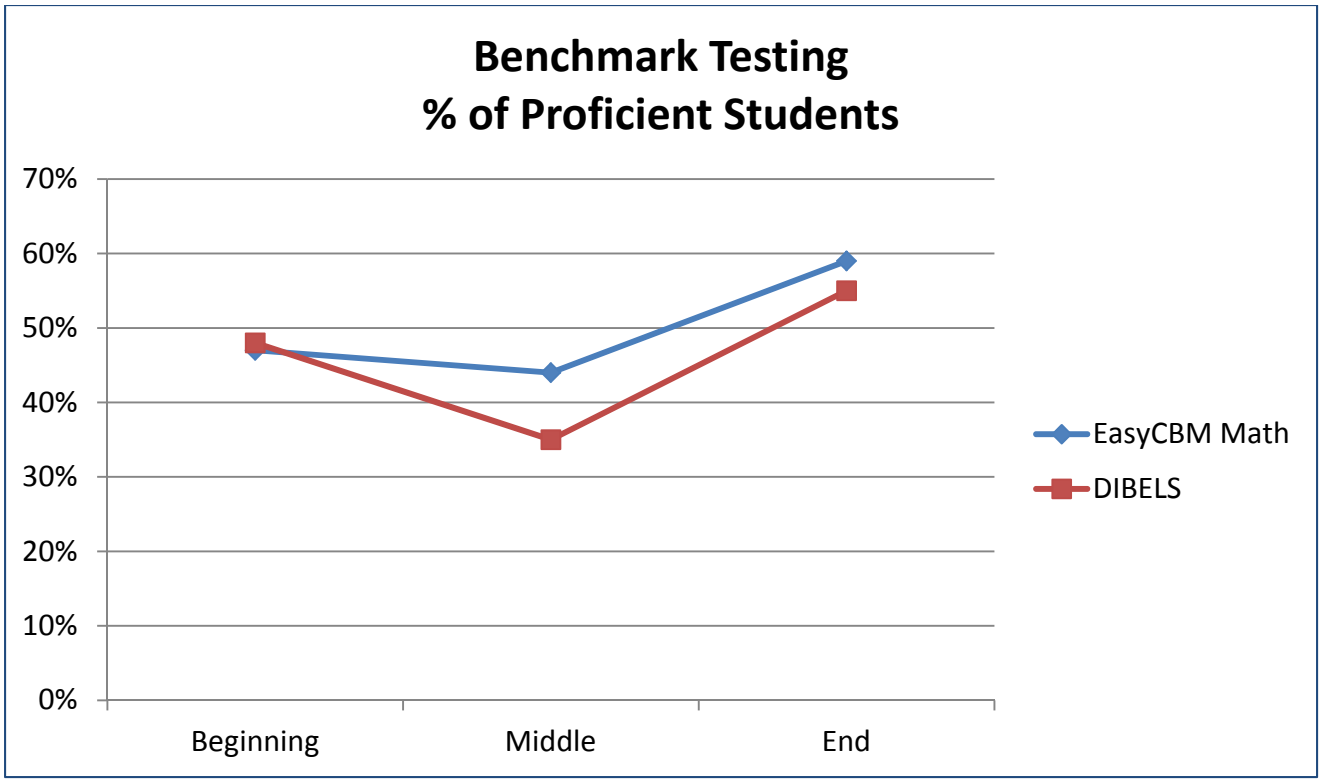
Teachers are also responsible for offering after-school tutoring one day per week. The tutoring is offered to all students, but those students that are in the bottom 25% are highly encouraged to participate. The tutoring focuses on increasing reading and math achievement. Students work on specific areas of concern as indicated by their performance on DIBELS assessments, EasyCBM assessments, and teacher administered assessments.



- Math growth as indicated by EasyCBM beginning-ending scores = 26%
- Reading growth as indicated by DIBELS beginning-ending scores = 15%

2a. Percent Passing

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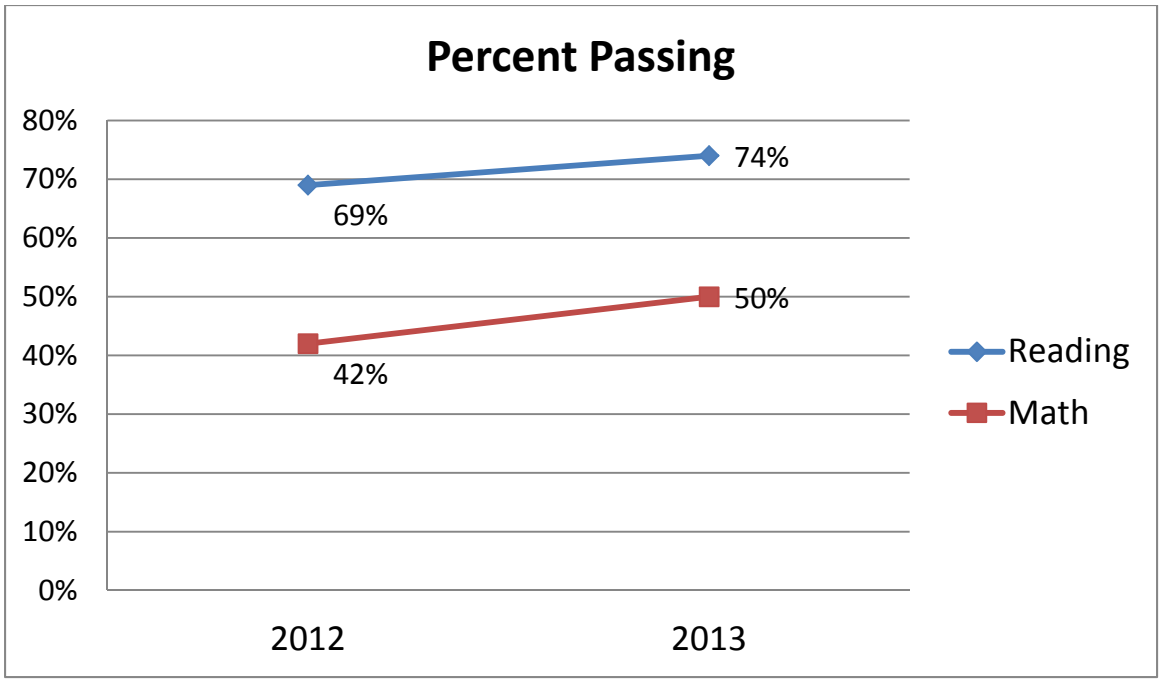


Reading: In 2012 69% of the Full Academic Year (FAY) students scored proficient on the AIMS test. In 2013 this percentage was increased to 74%. The result is a 7% increase in the percentage of FAY students reaching proficient status on AIMS.

Math: In 2012 42% of the Full Academic Year (FAY) students scored proficient on the AIMS test. In 2013 this percentage was increased to 50%. The result is a 19% increase in the percentage of FAY students reaching proficient status on AIMS.

2c. Subgroup Comparison

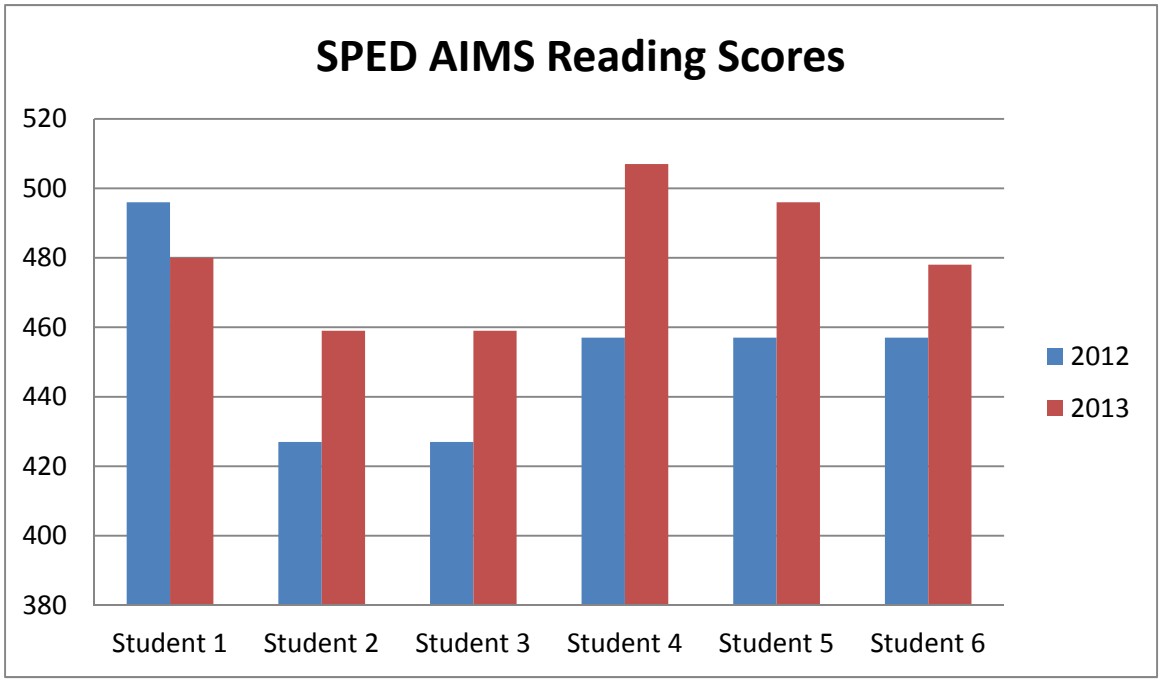
In the areas of Reading and Math our focus this year was to create curriculum maps that align to Arizona's Academic Standards. From these curriculum maps we began gathering resources to build a curriculum that will increase student growth, especially for our ELL, FRL, and disabled students. Teachers are an integral part of this process, as they gather their own resources from textbooks, online subscriptions, workbooks, etc. and work to align these materials to state standards and our curriculum maps.

The school created curriculum is monitored at regular intervals through the administration of benchmark assessments or Curriculum Based Measures (CBM). We use the data gathered at regular intervals to address any deficiencies and make plans for interventions. Students that are ELL, FRL, and disabled receive additional interventions through small group or 1-on-1 pullouts in compliance with their IEP or as part of our RTI. During these pullout sessions the focus was on increasing their performance in reading/math. The teacher working with these students would use classroom level and benchmark data to tailor the instruction to their specific areas of need.

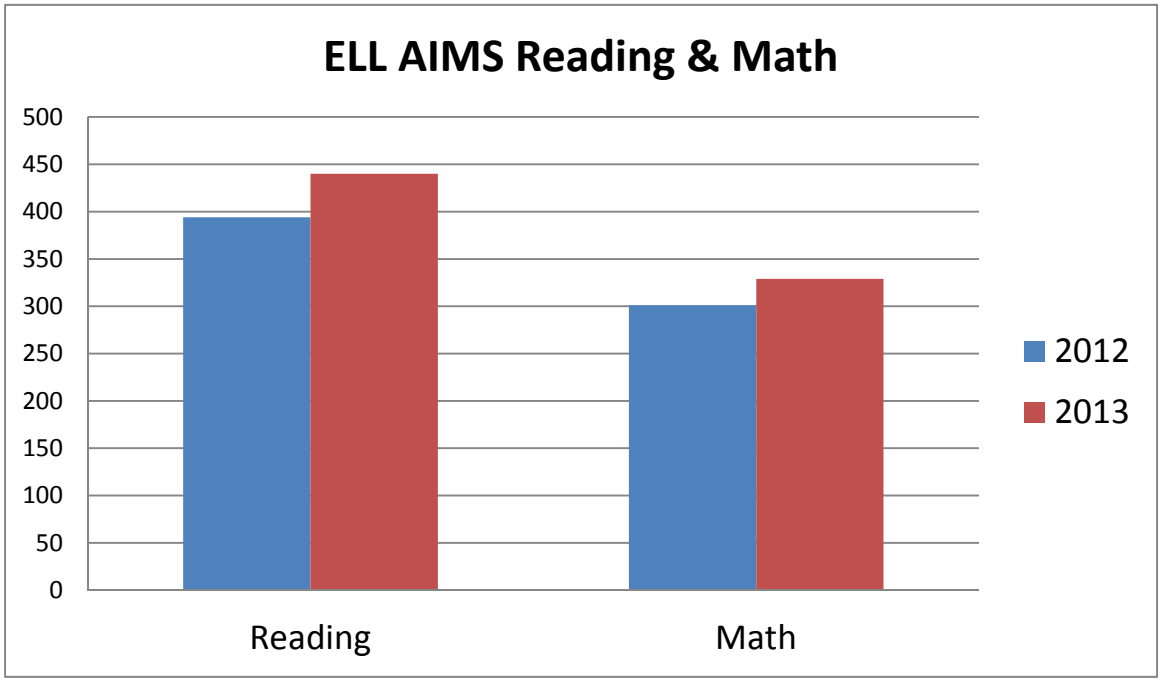
During our weekly professional development meetings we collaborate on curriculum needs, student growth and curriculum alignment to state standards. Individual teachers present evidence of student growth that has been gathered from student work samples, formative and summative assessments, and witnessed through in-class discussions and presentations.

The Academic Director at Sage Academy is also responsible for monitoring curriculum alignment through walk-through observations. During these walk-though observations the current lesson along with the teachers lesson plans are inspected for alignment to state standards. The lesson being taught during the observation and the teacher's lesson plans are inspected for differentiated instruction for both ELL and SPED students. The teacher is expected to provide an alternative or modified assignment as needed for these students that is on the appropriate level to help them achieve growth.

Teachers are also responsible for offering after-school tutoring one day per week. The tutoring is offered to all students, but those students that are ELL, FRL, and disabled are highly encouraged to participate. The tutoring focuses on increasing reading and math achievement. Students work on specific areas of concern as indicated by their performance on DIBELS assessments, EasyCBM assessments, and teacher administered assessments.



- On the 2013 AIMS test we were able to move two of our six SPED Reading students from “Approaches” to “Meets” (Students 4 & 5).



- Our ELL student showed growth in the areas of Reading and Math on the AIMS test.

3a. A-F Letter Grade State Accountability System

One of the goals of Sage Academy is to move from our current C rating to a B rating or higher. In order for this to happen many areas need to be improved upon and monitored regularly. During the 2012-2013 school year the staff and administration at Sage Academy began implementing changes that were designed to increase student achievement.

First, we began using Study Island, which is an online program that is specifically designed to help students master the content specified in the state standards. The program allows teachers to assign students a particular concept that they need to work on in order to increase their current understanding in the areas of reading, writing, math, or science. Classes utilize the computer lab one day per week for a designated Study Island time. In addition, teachers will assign practice on Study Island's site for the students to complete at home. Many teachers also check out laptops, so that students may have Study Island time that is built into their daily class schedule. Student progress is tracked through weekly reports.

Next, we began monitoring student progress in the areas of reading, writing, and math through the use of quarterly benchmark testing. Students in grades K-4 participated in DIBELS testing to monitor their reading progress. Students in grades 5-8 were given benchmark assessments out of their textbook series that aligned with the current unit of study. The results of benchmark assessments were discussed with administration at professional development meetings. Students that were identified as "at risk" were then assigned for additional RTI pull-outs. Students in grades K-8 participated in an online math benchmark called EasyCBM. The results of this benchmark assessment were discussed with administration at professional development meetings. Students that were identified as "at risk" were then assigned for additional RTI pull-outs. Students in grades K-8 were given a writing benchmark that was scored using a school-wide rubric. The prompts were chosen by the administration and then administered and scored by the teachers. The prompts were then analyzed during professional development meetings. The team also discussed, designed, and implemented a set of pre-writing/planning documents that would be used school-wide. These documents will become familiar to the students as they will see and use them each year. The team also discussed and agreed upon the order of specific writing types for each quarter that will be used in the future (Narrative, Opinion/Argument, Expository, Letter). The goal for the writing benchmarks was to make the process more uniform across grade levels, taking out some of the subjectivity seen in the past. The writing benchmarks were then added to the student portfolio, which travels with the student each year. The benchmark assessments that were administered and monitored at regular intervals by the administration were all in addition to the progress monitoring that was done at the classroom level.

In addition, we acquired two new, SPED certified staff members that were used to administer RTI to students in the areas of reading and math throughout the school day. These students were identified by the classroom teacher and confirmed to be “at risk” when looking at the data. Students received small group or 1-on-1 intervention 1-2 days per week from 15-45 minutes depending on their level of need.

We also redesigned our reports cards to a new Standards Based report card that communicates student progress more specifically with our parents.

Finally, we worked diligently throughout the year to develop a curriculum that will increase student achievement and that is aligned to state standards. This process began with the work of creating curriculum maps for each grade level that were sequentially organized to build off of previous understanding. From these curriculum maps teachers began gathering resources to build binders for each subject. The materials gathered by each teacher come from a compilation of resources either from previously adopted textbook series, online sites, teacher created materials, or other purchased materials. The goal is to ensure every lesson and the corresponding activity, worksheet, assessment, etc. are aligned to the state standards. During walk-through observations the lesson being taught and the corresponding lesson plans are inspected for alignment to state standards.