Issue
The Odyssey Preparatory Academy, Inc. (TOPA), a non-profit entity, submitted a complete notification request to increase the enrollment cap from 2000 to 2100. TOPA did not meet the Board's academic performance expectations for 2013, and was required to submit a Demonstration of Sufficient Progress (DSP).

Summary of Narrative Provided
Rationale for expansion request
The narrative states that with the addition of the TOPA Casa Grande site, their capacity for students has increased by 500. It also states that while their board waited to see if FY 2014 enrollment could be accommodated within the current cap, the 40th day enrollment figures show that an increase in cap is needed.

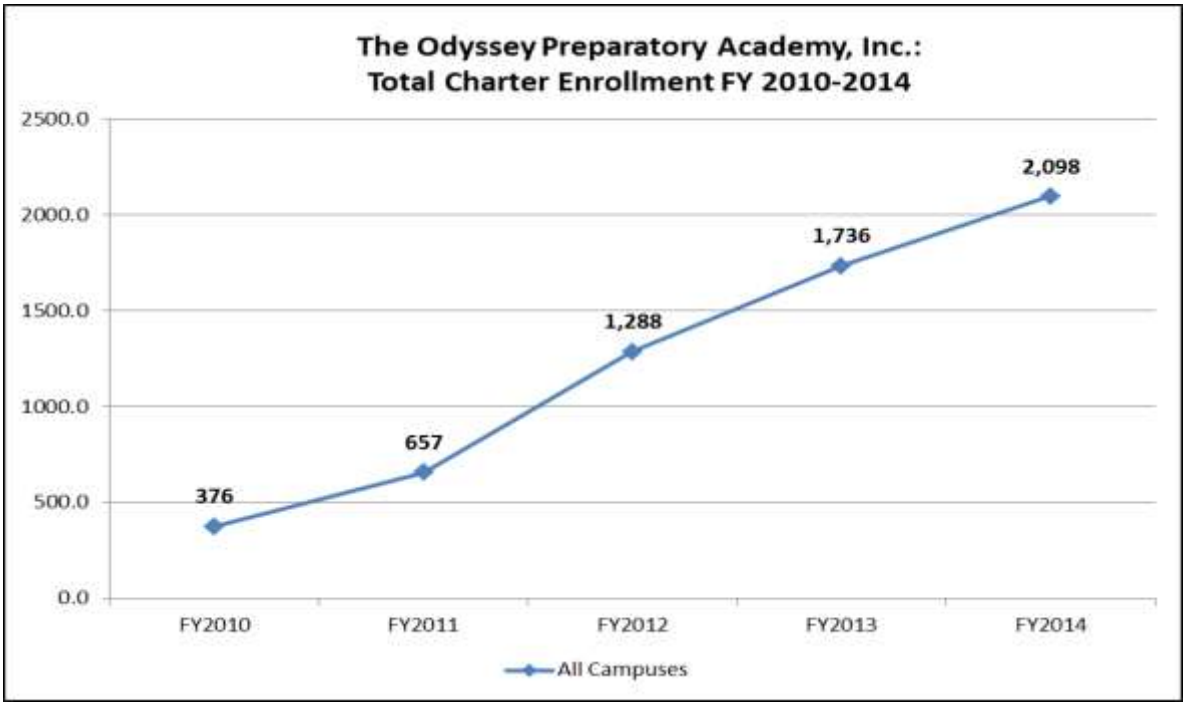
Supporting Information
A blueprint for the first floor of a facility located in Casa Grande was submitted. The blueprint includes 8 classrooms with a minimum of 725 square feet in each room. A multi-purpose room of 1,480 square feet was also included in the blueprint. This facility demonstrates capacity to accommodate the 100 additional students requested.

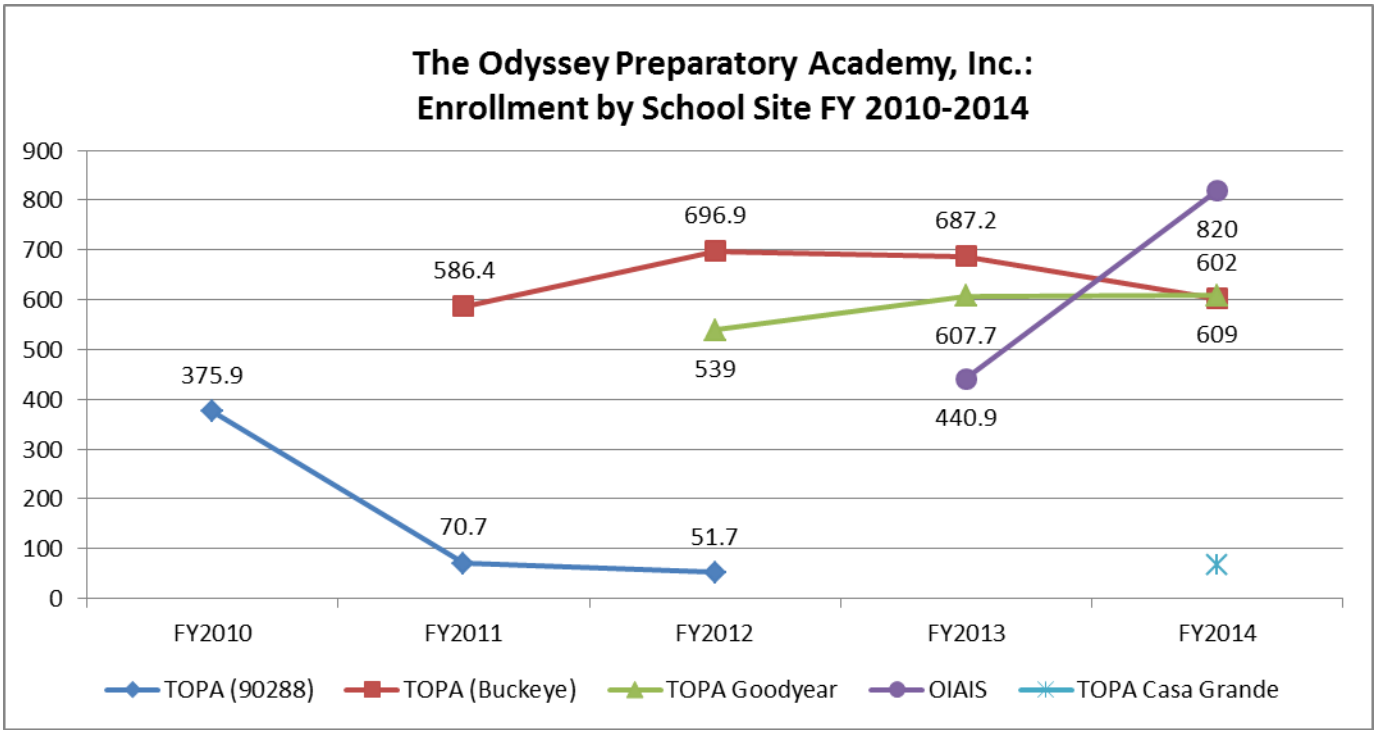
Background
TOPA was granted a charter in 2009, which is currently approved for grades K-10. TOPA has opened five school sites under this charter. For FY2014, 6th grade was moved from the Buckeye and Goodyear sites to the OIAIS site, 10th grade was added to OIAIS, and the Casa Grande site was opened. See table below.

School Name	Month/Year Open	Location	Current Grade Levels Served	Current Status	2014 40th Day ADM
The Odyssey Preparatory Academy (TOPA 90288)	August 2009	Buckeye	K through 8	Closed 2012	n/a
The Odyssey Preparatory Academy (TOPA Buckeye)	August 2010	Buckeye	K through 5	Open	602
The Odyssey Preparatory Academy Goodyear (TOPA Goodyear)	August 2011	Goodyear	K through 5	Open	609
Odyssey Institute for Advanced and International Studies (OIAIS)	August 2012	Buckeye	6 through 10	Open	820
The Odyssey Preparatory Academy Casa Grande (TOPA Casa Grande)	August 2013	Casa Grande	K through 5	Open	67

The TOPA charter was granted in 2009 to serve grades K-6, with an enrollment cap of 1000. It was granted an increase to 1700 in 2011 and a second increase to 2000 in 2013. TOPA has been approved to add a grade each year.

All TOPA school sites operate on a 144-day calendar. The graphs below show actual 100th day average daily membership (ADM) for fiscal years 2010-2013, as well as 100th day ADM for each school site. According to ADE, TOPA currently enrolls 2098 students, but is receiving equalization funding for their enrollment cap of 2000.





Eligibility

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the notification approval process. The charter holder is in compliance in all areas.

Academic Performance

As stated in the Board's *Academic Performance Framework and Guidance* document, a charter holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of TOPA

Buckeye, TOPA Goodyear, and OIAIS for the FY2012 and 2013 school years, as based on the Board's academic framework, is represented in the dashboards below. TOPA Casa Grande was in its first year of operation in FY 2014 and does not yet have an academic performance data.

The Odyssey Preparatory Academy

		2012 Traditional Elementary School (1-8)			2013 Traditional Elementary School (K-6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	39.5	50	12.5	38	50	12.5
	Reading	45	50	12.5	42	50	12.5
1b. SGP Bottom 25%	Math	44.5	50	12.5	39.5	50	12.5
	Reading	47	50	12.5	46.5	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	57 / 64.3	50	7.5	58 / 64.5	50	7.5
	Reading	84 / 77.6	75	7.5	81 / 78	75	7.5
2b. Composite School Comparison	Math	-13.8	50	7.5	-13.3	50	7.5
	Reading	0.9	75	7.5	-2.5	50	7.5
2c. Subgroup ELL	Math	45 / 45.1	50	3.75	NR	0	0
	Reading	55 / 52.3	75	3.75	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	31 / 26.1	75	3.75	30 / 27.6	75	7.5
	Reading	44 / 37.1	75	3.75	50 / 38.5	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	C	50	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.56		100	55.62		100

The Odyssey Preparatory Academy Goodyear

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K-6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	25	12.5	42	50	12.5
	Reading	52	75	12.5	44.5	50	12.5
1b. SGP Bottom 25%	Math	25.5	25	12.5	37	50	12.5
	Reading	48	50	12.5	48.5	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	70 / 64.3	75	7.5	71 / 64.8	75	7.5
	Reading	89 / 77.4	75	7.5	89 / 77.7	75	7.5
2b. Composite School Comparison	Math	-1.4	50	7.5	-1.1	50	7.5
	Reading	5.5	75	7.5	5.3	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	39 / 26	75	7.5	35 / 28.9	75	7.5
	Reading	56 / 36.9	75	7.5	50 / 39	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	B	75	5
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.25		100	60.62		100

Odyssey Institute for Advanced and International Studies

		2013 Traditional Elementary School (6-9)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	29	25	12.5
	Reading	46.5	50	12.5
1b. SGP Bottom 25%	Math	42.5	50	12.5
	Reading	45	50	12.5
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	61 / 62	50	7.5
	Reading	91 / 79.4	100	7.5
2b. Composite School Comparison	Math	-7.5	50	7.5
	Reading	6.6	75	7.5
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup SPED	Math	37 / 17.6	75	7.5
	Reading	68 / 38.1	75	7.5
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		56.25		100

The academic performance of TOPA Buckeye, TOPA Goodyear, and OIAIS did not meet the Board's academic performance expectations set forth in the performance framework adopted by the Board. Demonstrations of Sufficient Progress (DSP) were submitted by the charter representative (presented in the charter holder's notification portfolio: c-f. DSP Narratives). Following a preliminary evaluation of the DSPs, staff conducted a site visit on January 21, 2014 (presented in the charter holder's notification portfolio: g-j: DSP Evaluation Instruments). The following representatives of TOPA were present at the site visit:

Name	Role
Megan Olson	Co-Director, Charter Representative
Holly Johnson	Co-Director, Charter Representative
Patty Messer	Instructional Coach/Curriculum Director
Kristen Erwin	General Education
Mary Yanke	Junior High Principal
Liz Douglass	Principal, TOPA Goodyear
Kenneth Olson	Principal, TOPA Buckeye
Cassy Thrush	IB Middle Years Program Coordinator/Instructional Coach
Angela Price	Vice-Principal, TOPA Goodyear
Bryan Pratt	High School Principal
Robb Floco	Principal, TOPA Casa Grande

The DSPs submitted by TOPA for the three K-5 sites (TOPA Buckeye, TOPA Goodyear, TOPA Casa Grande) described systems that were implemented on a district level, and will be addressed together. The DSP for the OIAIS site (grades 6-10) described some systems that were unique to the grade range offered at that site, and will be addressed separately.

Demonstration of Sufficient Progress for K-5 Schools

The DSPs submitted by TOPA for the three K-5 sites (TOPA Buckeye, TOPA Goodyear, TOPA Casa Grande) were required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluations prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence and documentation at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant documentation.

After considering information in the DSPs for the three K-5 sites, evidence and documentation provided at the time of the site visit, and additional documentation submitted following the site visit, the charter holder provided evidence of a curriculum aligned to the standards, provided a systematic process for monitoring and recording the implementation of the standards in instruction, provided a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum, and provided a comprehensive professional development plan that was aligned to teacher needs. Data and analysis was provided to support growth and increased proficiency in Math and Reading in the whole school population, as well as growth in Math and Reading in the bottom 25% and increased proficiency in Reading for students in the ELL and SPED subgroups. The charter holder stated that they do not track students in the FRL subgroup. A summary of findings for each required area as evaluated is provided below:

Curriculum (K-5):

TOPA demonstrated a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum aligned with Arizona's College and Career Ready Standards (CCRS). This was supported by data and analysis for the school overall, for students in the bottom 25% for growth, and for students in the ELL, FRL, and SPED subgroups. Curriculum included: the use of the Core Knowledge Sequence for integrated ELA, Science, and Social Studies; Wilson

Fundations Phonics instruction for grades K-2 (and for grade 3 as an intervention); novel studies in grades 2-5; and Singapore Math in grades K-5. Supplemental curriculum includes Read Naturally, Reading A-Z, Reading Horizons, Singapore MathWorks, and IXL online math. TOPA has an annual system to review assessment data, identify curriculum or program deficits, and make adjustments to resources, pacing, professional development, and personnel. A tiered Response to Intervention (RtI) system is used for students in need of additional support. Data and analysis was presented demonstrating increased growth and proficiency in Math and Reading in the whole school population, in the bottom 25%, and in the ELL, FRL, and SPED subgroups based on the AIMS Web assessment from the Fall and Winter administrations, as well as curricular assessments.

Monitoring Instruction (K-5):
TOPA demonstrated a system to monitor the integration of Arizona's CCRS into instruction and the evaluation of instructional practices of the teachers supported by continuous data analysis and feedback to further develop the system. Weekly lesson plans are submitted to school leaders the Sunday before implementation, using a common template and submitted through an online system. Lesson plans are reviewed by the Teacher Coach, who provides feedback and addresses deficiencies. Instructional leaders conduct daily walkthroughs of classrooms, informal evaluations, and formal evaluations. Data is reviewed regularly by teams including teachers, the RtI Coordinator, and Intervention Specialist, and used to create intervention groups and leveled class lists.

Assessment (K-5):
TOPA demonstrated a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection and analysis from multiple assessments. Students are given AIMS Web and Singapore Math Placement assessments at the beginning of the year to determine baseline levels and create leveled math classes. Students are assessed every two to three weeks through unit pre/post assessments, with results tracked through a shared database. AIMS Web assessments are given three times per year to monitor growth and progress towards meeting proficiency targets. Intervention Tier I students are progress monitored quarterly, with Tier II students monitored monthly, and Tier III students monitored every two weeks. Teacher team collaboration occurs weekly, and involves analysis of student data using a form which is reviewed by administration. Data and analysis described in the Curriculum section above provided support for the implementation of the comprehensive assessment system.

Professional Development (K-5):
TOPA demonstrated a comprehensive professional development plan that is aligned with teacher learning needs, includes follow up and monitoring strategies, and is supported by data and analysis. Teachers receive two weeks of professional development in the summer (three weeks for new teachers), with topics including: Responsive Classroom, Big 5 Reading (K-1), Teaching of a Novel (2-5), Close Read Strategies, Strategies to support SPED students, Creating standards-based lesson plans, Singapore Math, AIMS Web Training, and Professional Learning Community Expectations. Professional development sessions are conducted during the year based on needs observed by administrators during classroom observations. Teachers receive daily walkthrough observation by instructional leaders, with feedback by email and coaching by the Reading Specialist and Instructional Coach to receive training as needed.

Demonstration of Sufficient Progress for OIAIS
The DSP submitted by TOPA for OIAIS was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence and documentation at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant documentation.

After considering information in the DSP for OIAIS, evidence and documentation provided at the time of the site visit, and additional documentation submitted following the site visit, the charter holder provided evidence of a curriculum

aligned to the standards, provided a systematic process for monitoring and recording the implementation of the standards in instruction, provided a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum, and provided a comprehensive professional development plan that was aligned to teacher needs. Data and analysis was provided to support growth and increased proficiency in Math and Reading in the whole school population, as well as growth in Math and Reading in the bottom 25% and increased proficiency in Reading for students in the ELL subgroup. The charter holder stated that they do not track students in the FRL subgroup. A summary of findings for each required area as evaluated is provided below:

Curriculum (OIAIS):
TOPA demonstrated a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum aligned with Arizona's CCRS. This was supported by data and analysis for the school overall, for students in the bottom 25% for growth, and for students in the ELL subgroup. Curriculum included: the use of the International Baccalaureate (IB) Language A novel studies for ELA, the University of Chicago School Math Program for Math, and IB Middle Years Program (MYP) curriculum for Science and Social Studies. Supplemental curriculum includes Math Triumphs and a Reading Support class focusing on reading strategies and close reading techniques. TOPA staff creates internal curriculum maps and scope and sequence documents aligned to Arizona's CCRS and the IB Middle Years Program. Data and analysis was presented demonstrating increased growth and proficiency in Math and Reading in the whole school population, in the bottom 25%, and in the ELL subgroup based on the AIMS Web assessment from the Fall and Winter administrations, as well as curricular assessments.

Monitoring Instruction (OIAIS):
TOPA demonstrated a system to monitor the integration of Arizona's CCRS into instruction and the evaluation of instructional practices of the teachers supported by continuous data analysis and feedback to further develop the system. Lesson plans are submitted to school leaders using a common template through the Managbac online system, and are reviewed for alignment to standards. Instructional leaders conduct classroom observations of each teacher two or three times weekly, and formal evaluations twice a year. Data is reviewed regularly by teams including teachers and the ELL Coordinator.

Assessment (OIAIS):
TOPA demonstrated a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection and analysis from multiple assessments. Students in grades 6-8 are given AIMS Web assessments at the beginning of the year, in the winter, and in spring. All students are assessed every two to three weeks through curricular pre/post assessments, with results tracked through a shared database and used to make pacing decisions. Intervention students are progress monitored regularly through screenings, pre/post-tests of leveled passages, curricular assessments, and supplemental curricular assessments. Data and analysis described in the Curriculum section above provided support for the implementation of the comprehensive assessment system.

Professional Development (OIAIS):
TOPA demonstrated a comprehensive professional development plan that is aligned with teacher learning needs, includes follow up and monitoring strategies, and is supported by data and analysis. Teachers receive two weeks of professional development in the summer (three weeks for new teachers), with topics including: Strategies to support SPED students, Creating standards-based lesson plans, Cornell Notes, AIMS Web Training, and Professional Learning Community Expectations. Professional development sessions are conducted during the year based on needs observed by administrators during classroom observations. Teachers receive observations weekly by instructional leaders, with feedback by email and training as needed. Professional Learning Community teams meet throughout the school year, with topics including: vertical alignment of curriculum, aligning IB and Arizona's CCRS, interdisciplinary units, and data analysis.

Following the site visit, staff determined, through an evaluation of the submission, including information and documentation collected at the site visit, that the charter holder demonstrated sufficient progress towards meeting the Board's academic performance expectations.

Board Options

Option 1: The Board may approve the Enrollment Cap Notification Request. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap of the charter contract of The Odyssey Preparatory Academy, Inc. from 2000 to 2100.

Option 2: The Board may deny the Enrollment Cap Notification Request. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap of the charter contract of The Odyssey Preparatory Academy, Inc., for the reasons that: (Board member must specify reasons the Board found during its consideration.)