Introduction

Telesis Preparatory is a K-8 public charter school in the heart of Lake Havasu City, Arizona, that received its charter in 2000. The word "Telesis" (derived from Greek) means "to bring each child to completion through intelligent and planned direction," which is exactly what we do for each of our students – *we plan their educational progress*. We want each child to learn how to reach his or her own unique potential. Our motto is, "challenge without frustration," which we establish as guiding and supporting students to work at their highest potential not only to meet and exceed academic standards, but also recognize the importance and value of the concepts, ideas, subjects, and topics they are learning. To support this motto, we have established the *Telesis Triangle*, which represents the partnership our staff establishes with the students and parents at Telesis Center of Learning, Inc. in order to work collaboratively in planning and monitoring the goals, performance, and progress of each individual child. It is the responsibility of every faculty member to inquire, "What is it we want our students to learn?" and, "How will we know when each student has learned it?" How we answer these essential questions is how we develop our culture of caring that is the essence of the very fabric of our institution.

In 2013, Telesis Preparatory received a grade of C, receiving 113 points out of a possible 200; the majority of their points were earned from the percentage of students passing AIMS (70%). This campus was evaluated using data from grades 3-8 under the Traditional Model. Similarly in 2012, Telesis Preparatory received a grade of C, receiving 112 points out of a possible 200 earning the same points from AIMS. In terms of overall performance, Telesis Preparatory showed no significant change in performance (1 point difference) between the 2012 and 2013 evaluations.

Telesis Preparatory continues to support our many programs to enhance the character education element of our schools, to include Character First, Character Councils, Positive Strokes, Kindness is Contagious, N.O.V.A., and most recently Capturing Kids Hearts. We feel most certainly that these programs along with the caring attitude and high expectations of our staff will result in Telesis Center for Learning continuing to be a place where the banner on our campus reads "Telesis – Where Character Comes First."

Subsection 1.a Student Growth Progress Over Time (SGP) – Mathematics and Reading

Telesis Preparatory has spent this year developing a comprehensive system of planning, implementing, measuring, and monitoring the effectiveness of our K-8 curriculum to enhance student growth and increase our percent passing in both mathematics and reading on the state summative assessments as well as formative assessments and benchmarks provided by our schools. The majority of our shifts with regards to curriculum, instruction, assessment, and professional development have been based primarily on the results of our previous year's AIMS and SAT-10 scores. We have used these results to guide our decisions regarding curriculum and instruction in the areas of reading, as well as mathematics.

Curriculum

Based on 2012 and 2013 AIMS data, we determined that our Saxon Math curriculum was no longer meeting the needs of our students, or the requirements of Common Core. After careful analysis of several updated Common Core aligned curriculum, we decided to adopt Pearson *enVision* Math to help provide our teachers with updated curriculum and resources to address the needs of the 21st century learner and provide intervention tools for differentiating instruction. Since that implementation, we have discovered that Pearson *enVision Math* will continue to work on improving our math interventions and increasing the number of students we can assist using a scientifically based research intervention program for low achieving students.

However, we have also discovered noticed that the pacing of the lessons and structure of the instruction does not fit the needs of many of our young learners. Based on this information and our 2013 AIMS scores, we were able to determine that supplemental resources and additional interventions would be needed to enhance instruction, and that changes in the mapping of the curriculum would best fit our students' needs. For these reasons, we are currently creating frameworks of our curriculum to move forward with a revision of our curriculum maps for next year. We have also adopted additional intervention tools to assist with Tier II and Tier III interventions.

In order to address the need to build strong phonics and decoding skills for our students in grades K-2, we chose to adopt the Common Core aligned *SuperKids* reading curriculum from *Rowland Reading Foundation*. This curriculum simultaneously integrates instruction in comprehension, vocabulary, and fluency. It also develops students' skill in writing, spelling, grammar, usage, and mechanics. *SuperKids* also provides suggestions and activities for Tier II

instruction that address the needs for students who have identified as needing strategic or intensive interventions.

Due to the need for stronger instruction in fluency and comprehension at the Elementary (Grades 3-4) level, we chose to adopt Common Core aligned National Geographic *Reach for Reading* series. This content-driven program features authentic, multicultural literary texts with exclusive National Geographic informational texts and content. The program offers whole group and small group instruction using a student anthology and a level reading library, thus allowing for us to address Tier II intervention needs within the classroom. Teachers review data throughout the year using results of student progress from assessments such as Star Reading, Accelerated Reader, and DIBELS Next progress monitoring.

At the Intermediate level (Grades 5-6), we use data from *STAR Reading* to help guide us to make decisions for small group instruction. Students work on novel studies using instructional strategies such as Literature Circles and Socratic Seminar to provide in depth analysis of text and strategies to improve overall comprehension and fluency for struggling readers. Instruction is designed to engage our students as active learners who can become leaders within their classroom environment, working collaboratively to compare ideas and analysis of literary fiction and non-fiction.

At the Junior Academy (Grades 7-8) level, Prentice Hall *Writing and Grammar 2008* is used to in conjunction with informational texts. Students also read novels that have been identified as text exemplars in Appendix B of the Arizona College and Career Ready Standards for English Language and Literacy. We are also using the recommended texts identified in he Common Core Curriculum Maps for English Language Arts and Literacy provided by Common Core, Inc. and published by Jossey-Bass. Many of the text exemplars and recommended text are downloaded from the internet and reproduced as hard or electronic copies. Grade-level texts are chosen at appropriate Lexile level to address the appropriate instructional reading level of the students.

Instruction

While our student population continues to grow, we strive to keep our class sizes small so teachers can work closely and effectively with students either through small group or one-on-one instruction. This is also part of the vision of the school as well as a key component of our charter

– to allow teachers, students, and parents to work closely to ensure our mission of "planned progress" is maintained and upheld.

Classes at Telesis Preparatory are initially assigned and designed based on the in-depth analysis of student performance and progress on summative assessments and student need for instruction, intervention, and enrichment. These courses are designed specifically to cover core content, address the Arizona College Career Ready Standards in Mathematics and English Language Arts and Literacy, and specific skills that support demonstration of higher order thinking and communication of deeper knowledge, understanding and awareness using oral, written, creative, and technical expression.

At all levels (K-8), instruction is differentiated and individualized to address the specific needs and interests of each individual student. At the Kindergarten, Early Elementary (Grades 1-2), and Elementary (Grades 3-4) level, teachers provide both whole group and small group instruction. Through emphasis and encouragement, students are motivated to engage themselves in thinking critically and creatively, examining and exploring deeply, working collaboratively, and communicating clearly their deeper knowledge, understanding, thinking, and awareness.

At the Intermediate (Grades 5-6) and Junior Academy (Grades 7-8) Levels, classes are departmentalized. A+ is also one of the tools that assist our staff in monitoring student performance and progress monitoring, providing us with data to help with decisions regarding student achievement. Skills that are mastered or not mastered are evidence for planning future instruction that fits the needs of the student rather than a one-size-fits-all approach to teaching and learning. In addition, weekly math interventions take place at the lower level (K-6) based on referral.

Professional Learning Communities (P.L.C.s) have also been established to research and collaborate on a regular basis for planning and providing instruction and discussing student performance and progress. Many of our teachers have also incorporated active learning methods and strategies including problem-based learning, project-based learning, close reading of the text, and Socratic Seminars to make certain that our classrooms are more student-centered and teacher-facilitated than teacher-led and content-driven.

Assessment

The SGP data for Telesis Preparatory indicate that the average median SGP for all full academic year students is 38; meaning that students grew better than only 38% of students with

similar academic histories. The results for the students identified in the bottom quartile (bottom 25%) indicate that this subgroup is growing better than 40.5% of students with similar academic histories. It should be noted that the students in the bottom 25% are also included in the all student analysis. Therefore, these students' scores are more heavily weighted in the formula. The overall SGP for 2013 is 39, the result of averaging all students and the bottom 25% medians. The overall 2013 SGP results are consistent with the overall 2012 SGP data.

According to our SAT-10 analysis, **73%** of 2nd Graders from the 2012-2013 academic year are on track to pass the AIMS 2014 Spring Reading Exam in while **49%** are on track to pass the to pass the AIMS 2014 Spring Mathematics Exam (**See Chart 1**). The performance in math on the SAT-10 further supported the need to adopt and implement a new math curriculum and program LEA-wide.

At Telesis Preparatory, we use this data as well as other information from various resources to guide our choices in curriculum and assessments. We incorporate several data-driven assessments to assess student learning and drive instruction. These assessments include *DIBELS Next, Childrens' Progress Academic Assessments, Star Early Literacy/Star Reading, Accelerated Reader*, and *A+ Learning Program*. We have also incorporated various online-based curriculum instructional tools to supplement instruction and overall learning. These would include *A+nyWhere Learning System*, *Discovery Online*, and *Discovery Elevate Online.* Assessment data is used to make decisions to guide instruction, as well as to identify students in need of intervention.

However, we do not currently have a formal benchmark assessment we have implemented to measure and monitor student progress comprehensively or extensively as a grade level or subgroup. Traditionally, we have progress monitored student achievement individually rather than aggregately as a particular grade band, level, or subgroup such as English Language Learner, Free and Reduced, or Special Education, which supports the mission and vision of our charter – individual planned progress. This has allowed us to narrow down students' areas of strength, growth, and improvement as well as areas of need and interest. We have depended upon on the summative results of the AIMS and STAN-10 to determine student achievement, teacher effectiveness, and overall school performance. We are exploring purchasing a formative benchmark assessment such as Galileo or Acuity to gather more aggregate data based upon grade level and subgroup performance.

AIMS data is primarily used to measure annual growth in student performance and progress and determine the need for support across the campus in Grades 3-8. SAT-10 data is used to analyze student progress for Grade 2. This information, along with benchmark assessments and daily student progress, is used to determine the students who are in the greatest need of intervention.

We also use results of current student performance on instructional tasks and assessments provided through the curriculum packages and programs we have implemented in our schools to provide consistent analysis of student improvement. Based on analysis of this data, much progress has been to improve curriculum, instruction, and professional development. Now that these systems are set, we are working on strengthening our assessment system to better measure and monitor student progress formatively and identify struggling in need of targeted and strategic interventions more quickly and effectively. The core content area highly qualified teachers collaborate to assess data and design grade level, intervention, and enrichment courses. Teachers use data driven decision-making to plan and provide instruction, assessment, and evaluation under the guidance of the academic team leader and in cross-curricular collaboration with their team members.

At the Junior Academy (Grades 7-8) level, data is used in mathematics performance through the use of curriculum designed progress monitoring tools, assignments generated by *Khan Academy*, as well as benchmark assessments provided through *Pearson Common Core Course 2 and 3* curriculum. Section quizzes are administered after study and completion of homework to gauge overall class understanding of concepts prior to advancing or to initiate review and remediation of concepts.

For reading, in Grades K-6, data is used from formative assessments such as *DIBELS Next*, *Childrens' Progress Academic Assessment, STAR Reading, Accelerated Reader*, and other progress monitoring tools to guide instruction and determine need for intervention. At the Junior Academy level (Grades 7-8), data from *AIMSWeb* comprehension assessments, *STAR Reading* assessments, and fluency passages (WPM) are used to guide instruction and determine overall student need. Students are continually assessed and data is monitored throughout the year to determine student progress.

At the Junior Academy (Grades 7-8), data from *AIMSWeb* comprehension assessments, *STAR Reading* assessments, and fluency passages (WPM) are used to guide instruction and

determine overall student need. Students are continually assessed and data is monitored throughout the year to determine student progress. Low performing students are identified for Tier II interventions, which occur within the classroom environment. Students who are not showing significant progress are identified for Tier III interventions. Those who are identified as the lowest 10% in reading receive an additional 30 minutes per day of instruction in close reading strategies, Socratic Seminar discussion techniques, and oral reading practice through the use of Common Core aligned text exemplars that have been identified at their independent reading level.

Our plan is to have the Center of Student Achievement at the Arizona Charter School Association conduct another in-depth analysis of our AIMS scores at the end of the current year to determine whether the changes and improvement we made to our education program were appropriate and effective and drive our decisions regarding curriculum, instruction, and assessment for the 2014-2015 academic year.

Professional Development

Teacher training in mathematics has focused heavily on shifting instruction from factual knowledge and procedural understanding in order to the attain the correct answer to conceptual understanding in which students analyzed and evaluated how and why answers were attained through reasoning and proofing. Training has been provided in Pearson *enVision* Math to assist teachers in planning and instruction using online tools to assess student progress and provide feedback for instructional purposes. Additional training has been planned to further assist in this process. Training has also extended to challenge and engage student to demonstrate and communicate meta-cognition of mathematics practices and processes by engaging them in chapter project-based learning and experiences with practical concepts such as STEAM (Science, Technology, Engineering, Arts, Mathematics) and financial literacy, which our staff has identified and addressed as an essential 21st Century skill that will benefit students in their personal and professional lives after high school graduation.

Teacher training in literacy has also focused heavily on how reading across the curriculum and establish the 50/50 split and 70/30 balance of reading and responding to literary fiction and non-fiction. Professional development has been offered for reading intervention instruction and assessment tools such as *A+nyWhere Learning System, Reading Horizons Discovery Online, Reading Horizon's Elevate, Childrens' Progress Academic Assessme*nt, and

DIBELS Next progress monitoring tools. Professional development has also focused on how to incorporate active learning strategies such as close reading of the text and Socratic Seminars to examine and explore concepts, ideas, subjects, and topics deeply orally and in writing.

According to the benchmark assessments of the *Children's Progress Academic Assessment*, as of the winter benchmark, all students in Grades K-3 are performing *at expectation* (**See Chart 3**).

Data

Chart 1

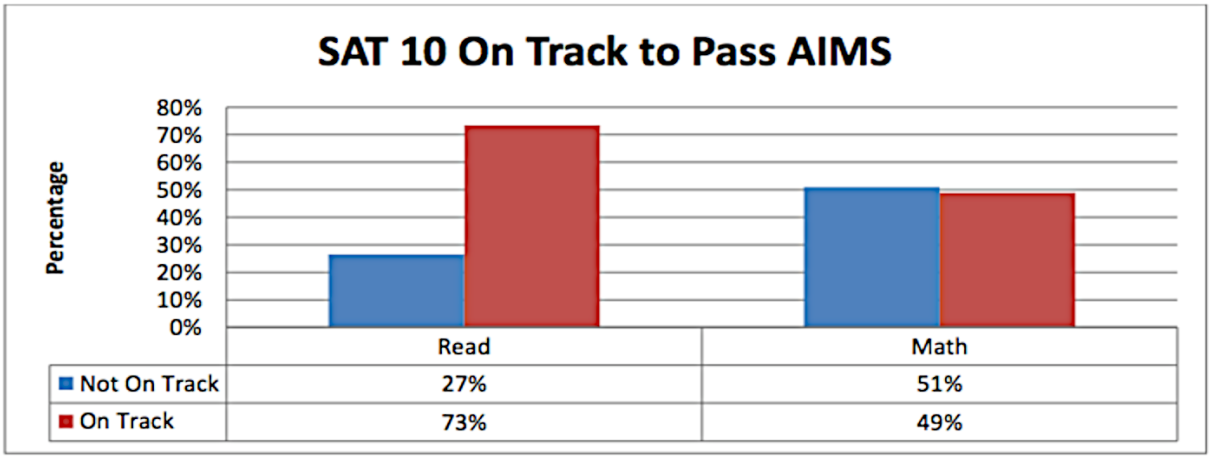
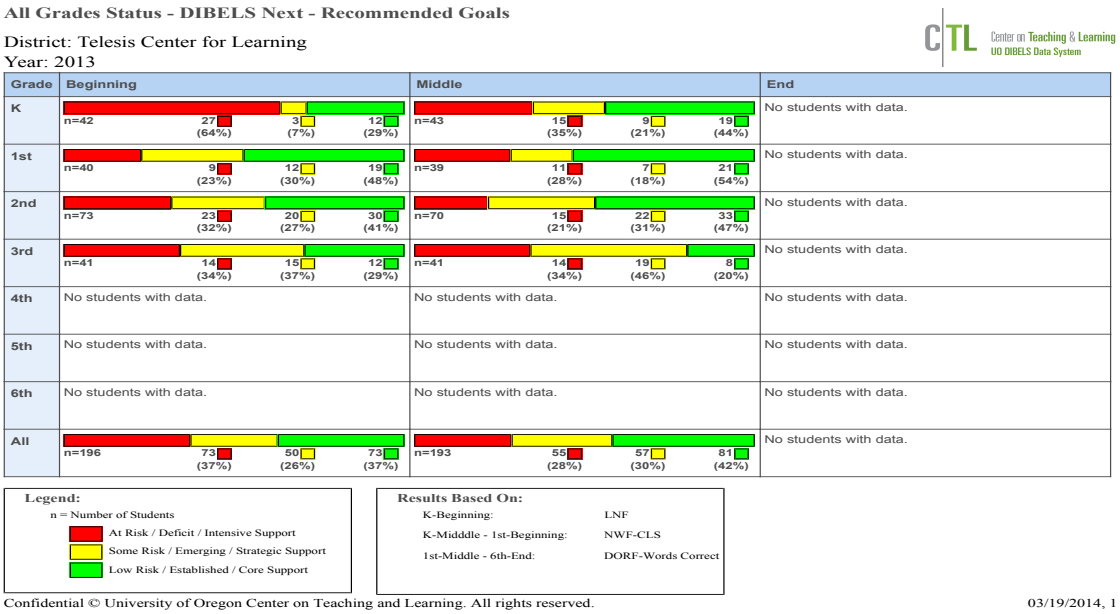


Chart 2



All Grades Status - DIBELS Next - Recommended Goals

District: Telesis Center for Learning
Year: 2013

CTL Center on Teaching & Learning
UO DIBELS Data System

Grade	Beginning	Middle	End
K	n=42 27 (64%) 3 (7%) 12 (29%)	n=43 15 (35%) 9 (21%) 19 (44%)	No students with data.
1st	n=40 9 (23%) 12 (30%) 19 (48%)	n=39 11 (28%) 7 (18%) 21 (54%)	No students with data.
2nd	n=73 23 (32%) 20 (27%) 30 (41%)	n=70 15 (21%) 22 (31%) 33 (47%)	No students with data.
3rd	n=41 14 (34%) 15 (37%) 12 (29%)	n=41 14 (34%) 19 (46%) 8 (20%)	No students with data.
4th	No students with data.	No students with data.	No students with data.
5th	No students with data.	No students with data.	No students with data.
6th	No students with data.	No students with data.	No students with data.
All	n=196 73 (37%) 50 (26%) 73 (37%)	n=193 55 (28%) 57 (30%) 81 (42%)	No students with data.

Legend:
n = Number of Students
At Risk / Deficit / Intensive Support
Some Risk / Emerging / Strategic Support
Low Risk / Established / Core Support

Results Based On:
K-Beginning: LNF
K-Midddle - 1st-Beginning: NWF-CLS
1st-Middle - 6th-End: DORF-Words Correct

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Chart 3

Literacy - Grade's Concept Scores over Multiple Assessments Score scale 0 - 60

Assessment	Graph	Level	Last Taken	Complete	School Avg.
Listening					
K Fall LIT		At Expectation	11/13/13	41	40.3
K Winter LIT		At Expectation	01/21/14	40	49.6
Phonics/Writing					
K Fall LIT		Above Expectation	11/13/13	41	46.2
K Winter LIT		At Expectation	01/21/14	40	58.5
Phonemic Awareness					
K Fall LIT		At Expectation	11/13/13	41	34.2
K Winter LIT		At Expectation	01/21/14	40	53.7
Reading					
K Fall LIT		At Expectation	11/13/13	41	35.3
K Winter LIT		At Expectation	01/21/14	40	50

Literacy - Grade's Concept Scores over Multiple Assessments Score scale 0 - 60

Assessment	Graph	Level	Last Taken	Complete	School Avg.
Phonics/Writing					
Gr1 Fall LIT		At Expectation	10/17/13	37	44.3
Gr1 Winter LIT		At Expectation	01/21/14	35	57
Phonemic Awareness					
Gr1 Fall LIT		At Expectation	10/17/13	37	42.4
Gr1 Winter LIT		At Expectation	01/21/14	35	56.8
Reading					
Gr1 Fall LIT		At Expectation	10/17/13	37	43.9
Gr1 Winter LIT		At Expectation	01/21/14	35	61.9

Literacy - Grade's Concept Scores over Multiple Assessments Score scale 0 - 60

Assessment	Graph	Level	Last Taken	Complete	School Avg.
Phonemic Awareness					
Gr2 Fall LIT		At Expectation	10/18/13	69	39.8
Gr2 Winter LIT		At Expectation	01/29/14	67	62.4
Phonics/Writing					
Gr2 Fall LIT		Above Expectation	10/18/13	69	46
Gr2 Winter LIT		At Expectation	01/29/14	67	63.3
Reading					
Gr2 Fall LIT		At Expectation	10/18/13	69	42.1
Gr2 Winter LIT		At Expectation	01/29/14	67	57.8

Literacy - Grade's Concept Scores over Multiple Assessments Score scale 0 - 60

Assessment	Graph	Level	Last Taken	Complete	School Avg.
Phonics/Writing					
Gr3 Fall LIT		At Expectation	10/24/13	39	37.5
Gr3 Winter LIT		At Expectation	03/11/14	38	49.7
Reading Mechanics					
Gr3 Fall LIT		At Expectation	10/24/13	39	32.8
Gr3 Winter LIT		At Expectation	03/11/14	38	50.6
Reading					
Gr3 Fall LIT		At Expectation	10/24/13	39	33.2
Gr3 Winter LIT		At Expectation	03/11/14	38	53.2

Subsection 1.b Student Growth Progress Over Time of Bottom 25% (SGP Bottom 25%) – Mathematics and Reading

Based upon data and evaluation of procedures from the previous year, a decision was made to improve our resources for intervention – specifically strategic interventions for the students who have been identified the Bottom 25% using performance on AIMS as primary criteria, in-class performance as secondary criteria, and talking points consisting of teacher feedback and input.

In previous years, our Intervention Team consisted of one full-time reading specialist. This year, two others were added to the team: a Reading Specialist -- who also is proficiently trained in The Arizona College and Career Ready State and is the Team Leader – and a Reading Recovery teacher. We have also implemented the Response to Intervention model this year to assist in making informed decisions with regard to student placement for interventions.

To address the need to improve the performance of the Bottom 25% in reading, the Intervention Team and the Special Education Team were both enlarged and strengthened. The Intervention Team consisted of one fulltime reading specialist last year. This year two others were added to the team: a reading specialist who also is proficiently trained in The Arizona College and Career Ready State and is the Team Leader, plus a reading recovery teacher. Interventionists use the Response to Intervention model to make informed decisions with regard to student placement.

Curriculum

A key factor in the improving our math curriculum were the math program were supplemental supports and tools we decided to adopt that would provide academic assistance and interventions to struggling students, especially those identified as the Bottom 25%. *Motivation Math* and *Motivation Reading* intervention tools have been adopted to assist with Tier II and Tier III interventions. In addition, intervention curriculum provided through Pearson *enVision* Math Diagnostic and Intervention tools, allow for teachers and interventionists to determine student need and assist with curriculum aligned intervention supports.

With regard to the Bottom 25% of students who struggle to attain proficiency in reading, students are provided Tier II and Tier III interventions through Lexile appropriate passages designed to support fluency and comprehension at the appropriate level. They are also provided

opportunities to engage in Close Reading instruction with small groups using text exemplars identified by the Arizona College Career Ready Standards.

Instruction

Low-performing students are identified for Tier II interventions. Students who are not showing significant progress are identified for Tier III interventions. Those who are identified as the lowest 10% in reading receive an additional 30 minutes per day of instruction in close reading strategies, Socratic Seminar discussion techniques, and oral reading practice through the use of Common Core aligned text exemplars that have been identified at their independent reading level.

The team works throughout the day with students in grades K-8 to address reading and math interventions. Regular progress monitoring determines the students' continuation in the program or a return to Tier I or Tier II instruction. The three-member Intervention Team members plan and conduct regular weekly meetings to discuss data and progress. In addition, they also attend the regular weekly meetings at each academic level. Teachers collaborate to assess data and design Tier II intervention, as well as enrichment activities for those students ready to address the content through higher-level engagement activities..

Interventionists use the Response to Intervention model to make data based decisions for placing students in either Tier I (Core), Tier II (strategic-small group), or Tier III (intensive) interventions. In order to implement Tier II interventions, teachers have increased instructional time to include an additional 30 minutes for small group instruction. Additional Tier II time has also been added to Intervention instruction for those teachers who have difficulty adding extra time into their schedules. Students needing Tier III interventions are scheduled with our Intervention Team for an additional 30 minutes of intensive/explicit instruction (2 to 3 times per week).

With literacy Tier I instruction and interventions are provided during the regular day instructional period by having the instructor use active learning techniques such as peer reading and discussions, paired reading, and group reading. Supplemental text such as study guides and Books on Tape help students decipher and understand the meaning and message conveyed by complex text. Along with the grade level course, students are provided extended learning time beyond the regular day instructional period through Tier II and Tier III intervention strategies,

which are designed to meet the needs of those students who require further instruction to help them achieve proficiency in the areas of literacy.

Assessment

The bottom 25% grew 33.5, compared to 24 in 2012 and the overall median SGP was 39 compared to 27 in 2012. The overall growth score in 2013 was 39, compared to 27 in 2012. The final growth score was 40 out of 100 points. This value represents typical growth that is below "average".

For mathematics in grade levels K-6, data from curriculum designed in-class and formative assessments are used to evaluate the program of instruction, including supplemental support that should include extension and enrichment opportunities for students. Progress is shared with both the student and the parent, who meet collaboratively with the teacher to develop individualized learning plans with set goals and objectives for improving student proficiency in mathematics. We will also be implementing *the DDS-easyCBM Math* assessment at the end of this year. This is an online benchmark screening tool developed at the University of Oregon, which will allow for us to screen students at three points in the year to assess academic improvement.

For mathematics, in grades K-6, data is used from Pearson *enVision* Math Benchmarks, as well as AIMS and SAT-10 data to guide instructional and determine intervention needs. This data is used to evaluate the program of instruction, including supplemental support, which should include extension and enrichment opportunities for students. Math interventions are provided using Pearson *enVision* Math Intervention Diagnostic Tools to provide Tier II and Tier III interventions. In grades K-6, Tier II interventions are given through additional instructional time given through targeted and explicit instruction by the highly qualified core content teacher during after-school interventions for periods of 30 minutes or more 3-5 times per week. Students who are not making progress through Tier II interventions are assigned to receive math interventions with our Intervention Team for 30 minutes per day in the targeted content areas until they demonstrate proficiency in that content area. Students in need of intervention will be monitored using benchmarks from the *University of Oregon's DDS-easyCBM math* online assessments.

At the Junior Academy (Grades 7-8) level, data is used in mathematics performance through the use of curriculum designed progress monitoring tools, assignments generated by

Khan Academy, as well as benchmark assessments provided through *Pearson Common Core Course 2 and Course 3* curriculum. Section quizzes are administered after study and completion of homework to gauge overall class understanding of concepts prior to advancing or to initiate review and remediation of concepts.

In reading academic performance and progress are measured and monitored using assessments such as *DIBELS Next, Children's Progress Academic Assessment, STAR Reading, Accelerated Reader*, and grade level fluency passages. Data is monitored on a consistent basis and discussed at weekly team meetings to provide consistent feedback on progress or need for additional interventions.

Our plan is to have the Center of Student Achievement at the Arizona Charter School Association conduct another in-depth analysis of our AIMS scores at the end of the current year to determine whether the changes and improvement we made to our education program were appropriate and effective and drive our decisions regarding curriculum, instruction, and assessment for the 2014-2015 academic year. Our schools and staff are continuously working on improving the use of technology for instruction, professional development, data collection, and parent/community/school communication.

Professional Development

Teachers receive extensive training on how to provide challenging and engaging instruction as well as deepen their own conceptual and procedural knowledge and understanding in literary and mathematical thinking. Common Core training continues to be the emphasis and focus for improving both student achievement and teacher effectiveness.

The Intervention Team participated in training on *DIBELS Next* and the *Children's Progress Academic Assessments* implementation and data analysis. They also provided training to all instructional staff at the Kindergarten and Early Elementary (Grades 1-2) along with Grade 3 on *DIBELS Next* progress monitoring strategies and tools. Grades K-3 teachers also participated in training for *Discovery Online* literacy interventions. Teachers also received training for *Reading Horizons Elevate* literacy interventions for Grades 3-8.

Subsection 2.a Percent Passing Mathematics

Telesis Preparatory is highly focused on improving Mathematics in K-8 instruction by working on aligning all instructional content with the AZ College and Career Readiness Standards, using data to drive both instruction and intervention. Our goal is to earn at least a B according to the AZLEARNS grading scale.

Curriculum

Based on 2012 AIMS data, we determined that our Saxon Math curriculum was no longer meeting the needs of our students, or the requirements of Common Core. Careful analysis of several updated Common Core aligned curriculum, we decided to adopt *Pearson enVision Math* to help provide our teachers with updated curriculum and resources to address the needs of the 21st century learner and provide intervention tools for differentiating instruction. It also provides ongoing assessment, diagnosis, and intervention of student mastery. Formative assessments are interwoven throughout the program at the lesson and topic level.

As mentioned previously, we are certain that *Pearson enVision Math* will continue to work on improving our math interventions and increasing the number of students we can assist using a scientifically based research intervention program. However, the pacing of the lessons and structure of the instruction does not fit the needs of many of our young learners. Based on our 2013 scores, we were able to determine that supplemental resources would be needed to enhance instruction as well as monitor student performance progress and performance, and that possible changes in the mapping of the curriculum would best fit our student needs. In addition, we determined that additional interventions would be needed to improve overall student progress. For these reasons, we are currently creating frameworks of our curriculum to move forward with a revision of our curriculum maps for next year. We have also adopted additional math intervention tools to assist with Tier II and Tier III interventions.

Instruction

Telesis Preparatory is also providing adequate technology resources to support administrative data gathering and reporting, and technology tools for student instruction and assessment data gathering. We will continue to work on improving our instruction and interventions in mathematics, increasing the number of students we can assist, and thereby decrease the number of students who need such assistance and support using a scientifically based research intervention program for low achieving students. We will also continue to

improve the use of technology for instruction, professional development, data collection, and parent/community/school communication.

Assessment

A+nyWhere Learning System is used for all level students. The *A+nyWhere Learning System* (A+) is a K-8 Core Curriculum & Assessment program that is aligned to the Arizona State Standards and Common Core State Standards. The *A+* courseware contains over 5,500 lessons and over 200,000 content pages of research and objective-based, problem-solving courseware — plus assessment, alignment and curriculum management tools. The assessment tools for A+ are integral to the management system. Educators can create placement tests within the curriculum based on any national or state learning objective.

Our schools are also currently using curriculum that contains technology based instructional components at all levels of learning. At the lower level, *Pearson enVision Math* uses online lessons or practices to support learning. At the Junior Academy Level, *Pearson Common Core Course 2 and Course 3* is used daily to guide instruction and offer practice for students to master content knowledge.

Professional Development

In regards to professional development for increasing student achievement, teachers watch and learn from the webinars or the resources available on Pearson's website and bring the information back to collaborate with the team. We also contact the Pearson customer service on any updates we need or to answer any questions we have about utilizing or updating the resources. Teacher's who research this information share it with rest of the staff during team meetings or PLC meetings. This information is also shared during our Common Core professional development meetings and any staff needing more assistance is always welcome to e-mail, call, or contact the staff in charge.

During our recent Common Core meetings, the lower level staff requested to have further professional development on *Pearson enVision Math online tools,* which will be occurring in the next few weeks. Using the progress monitoring assessments, Pearson *enVision* diagnostic tools, reliable quizzes and tests from *IXL for Math* (Special Education) and *A+* provides teachers and administrators reliable data for student growth and improve teacher effectiveness.

Subsection 2.b Percent Passing Mathematics – Composite School Comparison

Currently, our student population stands at 464 students (**See Chart 1**). In 2013, according to the Lake Havasu Area Chamber of Commerce website, the demographics of the city was as follows: 89.5% White; 0.8% Black; 1.0% Native American; 1.2% Asian/Pacific Islander; and 7.3% other. The ethnicity of student population of Telesis Center for Learning, Inc. reflects similar numbers (**See Charts 2-4**). The current breakdown of our subgroup population is the following:

- Free and Reduced = 63%
- Special Education = 10%
- English Language Learners = 2%

(**See Chart 4**)

Local schools in the Lake Havasu City area include the five K-6 elementary schools, one 7-8 middle school, one 9-12 high school, and the 7-12 online school provided through the local K-12 unified school district and two charter schools both run by different charter management organizations (**See Chart 5**). The majority of our student population comes primarily from the local school district. However, considering that Lake Havasu has a very transient population due to our primary industry is tourism, our school experiences significant fluctuations in enrollment of students from a variety of locations both within and outside the state of Arizona and settle locally or move away because of actions and decisions made in their parents' occupation.

Curriculum

Most, if not all, curriculum is aligned is aligned to the Arizona College and Career Ready Standards in Mathematics and English Language Arts and Literacy. We are currently working on creating frameworks of all new curriculum to identify the key academic standards and objectives that serves a breakdown of the resources available and the standards they address. The frameworks are being used to update all curriculum maps in all core content areas to address instructional shifts and content shifts that will align with the Arizona College and Career Ready Standards.

Our strongest focus has been on updating and aligning our math curriculum, which is clearly our greatest area of growth and improvement based upon the results of the AIMS Spring math exams for the past two years, as well as teacher observations of student achievement and progress. As mentioned previously, after conducting a in-depth analysis of whether our math

curriculum deeply addressed the cognitive rigor the Arizona College and Career Ready Standards in Mathematics, we decided to adopt Pearson *enVision* Math, which we found to be a much more challenging and engaging curriculum that would not only be applicable for our student needs but also address our deficiencies in student performance in mathematics. This new math program not only allows students to practice reproducing and applying mathematical concepts and procedures but also engage in more rigorous and relevant active, hands-on learning activities that allow students to apply their learning to address real world issues, problems, and situations through problem-based and project-based learning. The program offers more opportunities for mathematical modeling, is much more coherent, and much more organized and responsive in providing our students with challenging and engaging learning experience.

Instruction

Telesis Preparatory identifies its grade bands as the following:

- Kindergarten
- Early Elementary (Grades 1-2)
- Elementary (Grades 3-4)
- Intermediate (Grades 5-6)
- Junior Academy (Grades 7-8)

Even though we identify our grade levels as bands, classes are organized based upon traditional grade levels. Grades K-4 are self-contained core content area classes instructed by a highly qualified and effective teacher. Grades 5-8 are departmentalized that are instructed by a highly qualified and effective teacher who is either appropriately certified or meets highly qualified requirements for teaching a specific content area.

Telesis Preparatory maintains small class sizes in every classroom at every grade level by capping our classroom at a maximum of 20 students. We maintain such small class sizes to be able to differentiate and individualize learning based upon each student's academic needs as well as personal interests. Smaller class sizes also allow us to provide small group instruction for those students who are in need of scaffolding techniques or further intervention strategies. Smaller class sizes also allow our teachers to develop and utilize their in-depth knowledge, understanding, and awareness of our students' capabilities and ensure they are working at and beyond their potential.

Our school has also experienced a great shift in our staff over the last two years as we focus on hiring teachers who are proven to be not only highly qualified but also highly effective and experienced in their content area. This year, approximately 40% of our instructional staff are new to Telesis Preparatory, and approximately 20% of new teachers are also first year teachers.

Teachers are held accountable for measuring and monitoring student performance and progress as well as provide rigorous and relevant instruction through classroom walkthroughs, informal and formal evaluations, peer observations, and team collaboration. Our entire staff has participated and contributed to vertical integration in Common Core not only in Grades K-8 but also with instructional staff from our sister school, Telesis Preparatory Academy, that serves Grades 9-12.

Assessment

The valid and reliable assessments we use along with the state summative assessments (AIMS and STAN-10) include the following grade levels:

- *DIBELS Next*
- *Children's Progress Academic Assessment*
- *A+ Learning Systems*
- *STAR Early Literacy and STAR Reading*
- *Accelerated Reader*
- *Reading Horizons*
- *Reading Horizons Discovery Online* (Grades K-3)
- *Reading Horizons Elevate Online* (Gr. 3-8)
- *Pearson enVision Math Diagnostic and Intervention Tools*
- *AIMSWeb*

We are growing as a professional learning community in our ability to assess how student performance and progress is measured and monitored, especially in regards to student performance and progress in mathematics. We recognize the improvements that need to be made to improve our systems of data analysis. Our staff has recently communicated that they do not feel adequately and appropriated prepared or trained to use the metrics-based progress monitoring tools that are provided online through *Pearson* envision products, therefore we are working to provide further training to allow for even better collaboration using data analysis

tools to drive instruction. We are also currently looking at purchasing a comprehensive progress-monitoring tool such as Galileo and Acuity. We feel this will increase our overall picture of our school's progress exponentially and provide for bigger picture of overall student growth, as well as further improvement in our ability to address our student need.

Professional Development

Due to the full implementation of the Arizona College and Career Ready Standards (AZCCRS) and the number of teachers new to our staff in Grades K-8, we have focused heavily on providing professional development on implementing, instructing, and integrating the AZCCRS as well as the expectations for teacher effectiveness at Telesis Preparatory.

We enlisted the services of Maverik Education LLC to conduct a professional development to determine the level of teacher expertise with teaching the Common Core State Standards as well as their interest and need in further professional development. We also surveyed instructional staff regarding what kind of training they have in teaching the AZCCRS (**See Chart 4**) and their interest in specific professional development in instructional methods and strategies that address the cognitive rigor of the AZCCRS We are currently establishing a professional development plan that with further the AZCCRS training we will provide for the remainder of the current school year and for the 2014-2015 academic year.

Data: Composite School Comparison Math & Reading

Chart 1

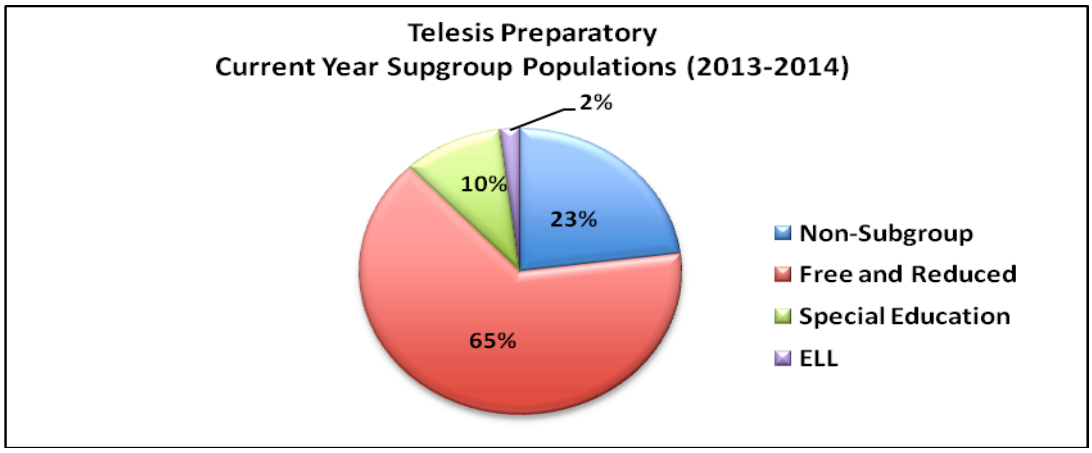

Chart 2

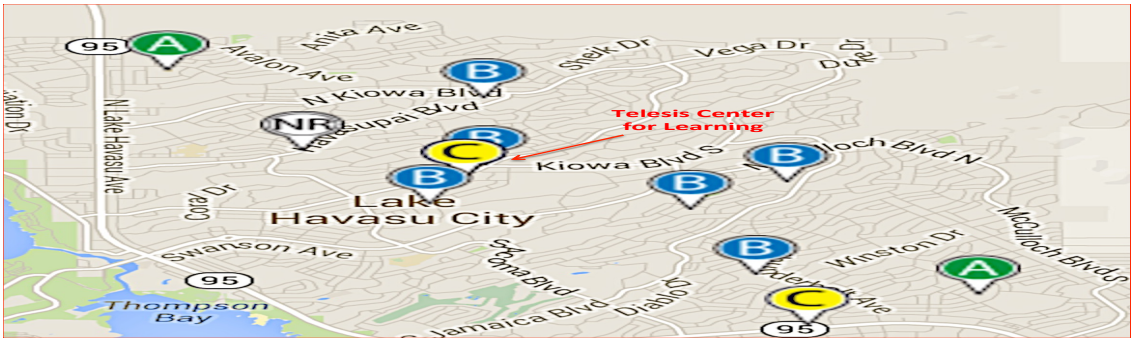

Chart 3

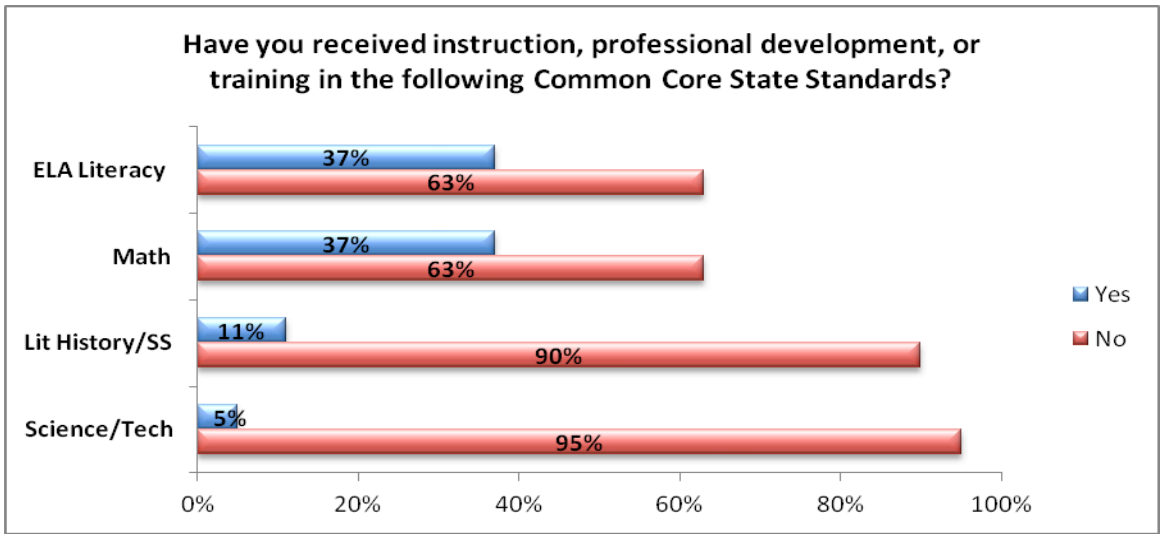

Chart 4

	Very High Interest	High Interest	Moderate Interest	Low Interest	No Interest	Unsure. Need more information.
English Language Arts / Literacy	31.58% 6	42.11% 8	10.53% 2	10.53% 2	5.26% 1	0.00% 0
Mathematics	36.84% 7	31.58% 6	5.26% 1	15.79% 3	10.53% 2	0.00% 0
Literacy in History and Social Studies	42.11% 8	26.32% 5	15.79% 3	5.26% 1	10.53% 2	0.00% 0
Literacy in Science and Technical Courses	23.53% 4	35.29% 6	11.76% 2	17.65% 3	11.76% 2	0.00% 0
Teaching the CCSS in Special Areas (e.g. P.E., art, music, CTE)	11.76% 2	17.65% 3	17.65% 3	17.65% 3	35.29% 6	0.00% 0

2c. Subgroup Free and Reduced Lunch (FRL)

As mentioned previously, the percentage of students who are identified as qualifying for Free and Reduced Lunch is 63%. This percentage qualifies our school to receive funding as proscribed under the policies and procedures of Title I, Part A of the *Elementary and Secondary Education Act of 1965* (*ESEA*).

We currently implement a Title I Targeted Assistance program for the Kindergarten and Early Elementary Levels (Grade K-3). Most recently, we enlisted the services of Maverik Education LLC, an education agency that specializes in providing consultation in the planning, development, evaluation, and budgeting Title I programs, to review the effectiveness of our Title I program and provide us guidance and support in how we may not only strengthen but also extend our Title I interventions to assist and support all students, especially those most academically at risk. With the assistance of Maverik Education LLC, we not only have a better understanding of how we can effectively utilize our Title I funds to support our struggling students but also are progressing through the transition to a Title I Schoolwide Program under their guidance and support. We plan to transition to a Title I Schoolwide Program that implements a comprehensive reform model (CSR) based upon Response to Intervention (RtI) that will not only strengthen our education program, but also provide deeper and more flexible tiered instruction and intervention to all students, especially those who are academically at risk.

Curriculum

We are using research based intervention curriculum and online support through the use of *Read Naturally*, as well as *Reading Horizons Discovery / RH E*levate online intervention programs. In addition to these, we used many other suggested practices for Tier III support in phonics, fluency, and comprehension. Students needing Tier II support are also serviced daily through small group interventions in the classroom setting. Curriculum for additional Tier II and Tier III supports are provided through supplemental intervention materials such as *Motivation Math* and *Motivation Reading.*

Instruction

Our Title I Targeted Assistance Program provides academic assistance and interventions for students across K-3. Based on an analysis of previous literacy scores, our Intervention Team was expanded this year to improve literacy at the K-3 levels. In previous years, our Intervention Team consisted of one full-time reading specialist. This year two others were added to the team: a Reading Specialist -- who also is proficiently trained in The Arizona College and Career Ready Standards and is the Team Leader – and a Reading Recovery teacher. We have also implemented the Response to Intervention model this year to assist in making informed decisions with regard to student placement for interventions. Interventionists use the Response to Intervention model to make data-based decisions for placing students in either Tier I (Core), Tier II (strategic-small group), or Tier III (Intensive) interventions.

In order to implement Tier II interventions, teachers have increased instructional time to include an additional 30 minutes for small group instruction. Additional Tier II time has also been added to intervention instruction for those teachers who have difficulty adding extra time into their schedules. Students needing Tier III interventions are scheduled with our Intervention Team for an additional 30 minutes of intensive/explicit instruction (2 to 3 times per week). Weekly progress monitoring is conducted and growth is discussed after every four weeks to determine if adequate progress is being made.

Assessment

This year, the Intervention Team has also worked hard to use data from various resources to make informed decisions regarding student placement in intervention, as well as the types of intervention tools which should be used to address instructional needs. Through the use of assessment tools such as: *DIBELS Next*, *Children's Progress Academic Assessment* (CPPA)

(Grades K-2), *STAR Early Literacy Enterprise* (grades K & 1), and *STAR Reading Enterprise* assessment (Grade 2-8), they have been able to cross reference data to best serve our students needs.

We used data from each of these sources to guide instruction and provide data to determine tiered groupings, as well as appropriate intervention strategies. Tiered interventions take place daily across the campus to help address any deficiencies our students may be showing. Students in need of Tier II or Tier III interventions are monitored weekly using *DIBELS Next* progress monitoring tools, *AIMSWeb Daz*e, or appropriate Lexile leveled fluency/comprehension passages. Data is discussed weekly to determine if adequate progress is being made.

Professional Development

In order to address the needs of the Bottom 25% who comprise of the students served in our Title I Targeted Assistance Program, professional development has been offered for reading instruction and intervention and assessment tools such as *A+ Learning Systems, Discovery Online, RH Elevate, Children's Progress Academic and Assessment,* and *DIBELS Next Progress Monitoring Tools.*

As part of our transition to a Title I Schoolwide Program, we are receiving professional development and support in how to strengthen our Title I intervention program from Maverik Education LLC, who is facilitating our school through this transition. Professional development includes understanding and awareness of what is a Title I Schoolwide Program, to tier instruction and intervention using RtI, and how to tier instruction by scaffolding the Common Core State Standards.

2c. Proficiency – Subgroup English Language Learners (ELL)

The English Language Learner population at Telesis Preparatory Academy is significantly small with 2% of the students currently identified as limited English proficient. One of our students is a Kindergartner who qualified for AZELLA testing based upon the completion of the Primary Home Language Other Than English (PHLOTE) form all Kindergarten and new students must complete as required under A.R.S. §15-756. The student was identified as Kindergarten fully English proficient; however, the student has been retested recently in accordance under the policies and procedures for testing mandated by the Office of English Language Acquisition Services (OELAS) of the Arizona Department of Education. Traditionally, our ELL population

has been less than ten students, which why our academic framework report indicated "No Rating".

Curriculum and Instruction

Since our ELL student population is so low, we neither qualify nor have the capacity to create ELL classrooms that are aligned to the Structured English Immersion 4-Hour Model. Our students receive instruction in Structured English Immersion and English Language Development within the general education classroom through Individualized Language Lesson Plans (ILLP) that outline the language goals students must meet based upon their AZELLA-assessed language proficiency levels quarterly, per semester, and annually.

The ELL coordinator designs the ILLP based upon the guidelines provided by the Arizona Department of Education. The coordinator sets the goals of the IILP based upon the individual students' proficiency level and using the English Language Proficiency (ELP) Standards of the Arizona Department of Education, breaking the instructional goals down into the four areas addressed as part of the S.E.I. Model adopted by the state. All students on ILLPs receive four hours daily of English Language Development in the areas of reading, writing, speaking and listening, and language in their grade level classroom in Grades K-4 or in their core content area class in Grades 5-8.

Students are taught English language development using the instructional text and supplementary resources provided in the general education classroom. All teachers with ELL students in their classroom are required to include a language objective that supplements the core content academic performance objective being addressed. Teachers use the English Language Proficiency (ELP) Standards developed by the Arizona Department of Education in conjunction with the Arizona College and Career Ready Standards (AZCCS) and Arizona state core academic standards.

Assessment

Students who indicate on one or more of the questions on the PHLOTE form are given the AZELLA exam to assess English language proficiency in accordance with Title III of the *Elementary and Secondary Education Act of 1965* as well as the policies and procedures set by the Arizona Department of Education. Students who have been placed into an English Language Learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Kindergarteners who indicate on the PHLOTE form that a language other than

English is their primary language learned or spoken at home but have tested as proficient also take the Spring AZELLA exam to determine whether the original proficiency designation remains valid. The Spring AZELLA is used to determine whether the student has successfully attained English language proficiency.

Professional Development

The special education director, who is also the school's ELL coordinator, receives on-going training from the Office English Language Acquisition Services (OELAS) of the Arizona Department of Education regarding procedures and strategies for identifying ELL students, assessment and evaluation, progress monitoring, and program compliance. The ELL coordinator participates throughout the academic year annually in training on how to provide the AZELLA test. Since the ELL population at our campus is so small, professional development with all staff occurs primarily through formal and information conversations, one-on-one consultations, and team meetings with the ELL coordinator and those teachers who have ELL students working in their classrooms with an ILLP.

All teachers have their S.E.I. endorsement and received S.E.I. training from either an S.E.I. program or S.E.I. trainer approved by the Office of English Acquisition Services at the Arizona Department of Education.

2c. Proficiency – Special Education (Sp.Ed.)

The special education population at Telesis Preparatory is significantly small with approximately 10% of the students currently qualifying for and receiving special education services, including services for speech. However, our population in 2011-2012 and 2012-2013 was lower than this figure, which is why our academic framework report indicated "No Rating". The benefits of having such a small population allows our special education department, which consists of a highly qualified special education director and a highly qualified teacher, who both have their special education endorsement, to work closely and collaboratively both with the staff and their students.

Curriculum

The curriculum we use to teach students who qualify for and receive special education students depends upon the ability level, needs, and goals of the individualized lesson plan (I.E.P.) for each student. If the student demonstrates near grade competency in literacy and mathematics, they may work with the same instructional text used in the general education

classroom with interventions. All curriculum and materials were selected for adoption and implementation by the special education team in consultation with the school director and intervention team leader. We emphasized purchasing materials that both align to the cognitive rigor of the Common Core State Standards and support the instruction occurring in the general education classroom.

The following curriculum is used to provide special education intervention and services in the areas of mathematics:

- **Kindergarten and Early Elementary (Grades 1-2):** Pearson *enVision* as well as various supplemental resources and manipulatives
- **Elementary (Grades 3-4):** Pearson *enVision* as well as various supplemental resources and manipulatives
- **Intermediate (Grades 5-6):** Pearson *enVision* as well as various supplemental resources and manipulatives
- **Junior Academy (Grades 7-8):** Pearson *Common Core Course 2 and 3*

The following curriculum is used to provide special education intervention and services in the areas of reading:

- **Kindergarten and Early Elementary (Grades 1-2):** Rowland Reading Foundation *SuperKids*
- **Elementary (Grades 3-4):** National Geographic *Reach for Reading*
- **Intermediate (Grades 5-6):** National Geographic *Reach for Reading*
- **Junior Academy (Grades 7-8):** Pearson *Common Core Literature*

With reading students also work with supplemental text beginning at their Lexile level as determined by their performance on *STAR Reading* to strengthen basic reading skills and comprehension and develop the ability to analyze and evaluate literary fiction and non-fiction deeply.

Instruction

After reviewing closely how our special education students were being serviced and supported, we decided this year to establish a resource room where K-8 students can receive intensive instruction, intervention, and remediation through small group and one-on-one instruction in literacy and mathematics. This decision has benefitted our school because it

fosters and supports more differentiation, individualization, and specialization in regards to how special education students are being serviced and supported.

The delivery of instruction and intensity of interventions depends upon the performance, progress, and competency level of each individual student as determined by the comprehensive evaluation conducted by a school psychologist whose services are outsourced by Telesis Center for Learning, Inc. and academic performance both in the classroom, on formative assessments such as *DIBELS Next (*primarily for Grades K-4), *STAR Reading* and *IXL for Math*, and the goals outlined in the students' Individualized Education Plan (I.E.P.). We collaborate and meet with the general education teachers in our attempt to mirror our instruction to what is being addressed in the mainstream classroom. The materials we use may be presented in a format that is more easily understood and functional with the student population we serve. We also use supplemental resources to clarify any concepts, ideas, subjects, or topics that may be too abstract for our students to comprehend. However, through small group and one-on-one interventions, we dialogue, discuss, and facilitate so our students may develop deeper knowledge, understanding, and awareness of what they are learning.

Our small classroom population and the classroom size we maintain in the through our push-in and pullout programs not only allows our special education students intensive assistance, as well as pace extended learning time in which the student is allowed to learn concepts, ideas, subjects, and topics more deeply. The small classroom size and one-on-one interventions also allows the HQ special education teacher to take time to fill in the gaps in learning, should a student be absent from school for health or personal reasons, taking instruction right from where it was left off prior to the student's absence.

Special education interventions and support in Grades K-6 are provided through a combination of push-in and pullout services under the supervision of a highly qualified teacher with a special education endorsement. Through the pullout program, which is mostly held in the morning, students come on a daily basis to the resource room we have established to provide intensive instruction and intervention. The number of students and the duration of time spent working in the resource room vary by grade level, subject area, and the needs of the individual student. In the afternoon, a member of the special education team who is an HQ teacher with a special endorsement as well as a reading endorsement provides services and support in the general education classroom, working collaboratively with the grade level classroom teacher

through inclusion. If any special education student is not performing at the pace of the other students in the general education classroom, the student may go to the resource room for more intensive intervention and support. For mathematics, most of the special education services are provided through push-in interventions with some pullout support for students needing more intense assistance, intervention, and remediation. For reading, special education services are provided primarily through pullout interventions provided in the resource room. We also utilize the resource room as a self-contained environment for a sixth student who receives instruction from the special education team.

At the Junior Academy Level (Grades 7-8), all interventions services for special students are provided in the resource room 90 minutes per day in the area of their deficiency. Students receive more intensive interventions through small group instruction and one-on-one support provided by a highly qualified teacher with a special education endorsement to increase their chances of attaining grade level proficiency as well as developing conceptual understanding in literacy and mathematics and metacognition of how they can apply what they are learning to address real world issues, problems, situations. This also mirrors how special education services and support are provided to students at grades 9-12, Telesis Preparatory Academy, where we hope to where our K-8 students will transition for high school. However, with the Junior Academy, students receive instruction more through small group one-on-one instruction. Small group instruction is highly student-centered in which the student is expected and engaged to demonstrate and communicate learning and even provide peer instruction while the teacher facilitates the educational interaction amongst the students.

Assessment

Students are exited from the resource room and included into the mainstream student population for grade level instruction based upon whether they attain proficiency on the AIMS Fall or Spring Reading and Mathematics exams, teacher input, parent feedback, and the evaluation from the psychologist.

We measure and monitor student performance and progress based upon the results of formative assessments such as *DIBELS Next*, STAR Reading, and the completion of independent practice tasks provided through *IXL For Math*. We also review student performance and progress cumulatively by reviewing their performance on the AIMS Mathematics and Reading exams and the SAT-10 to drive decisions regarding instruction and interventions. Currently, we

primarily use the classroom progress reports and grades from the general education and special education teachers to measure and monitor student achievement formatively.

Professional Development

The special education team participates with the general education staff in whole staff and targeted training on implementing, instruction, and integrating the Arizona College and Career Readiness Standards in Mathematics and English Language Arts and Literacy. The special education team's input regarding how to improve teacher effectiveness in instructing, assessing, and evaluating student achievement as it relates to the AZCCRS is an essential component of the professional development provided on-site. The special education team also participated in specific training provided to all math teachers at Telesis Preparatory Academy by the school's Common Core team regarding how to address the cognitive rigor of the AZCCRS in Mathematics and English Language Arts to all students.

Professional development and support in special education are provided to all staff primarily through the special education director, who meets consistently with the instructional staff and administration individually and during team meetings to discuss and review student progress and best practices to address students with special needs. The special education director has received specialized training from the Director's Institute Conference held by the Arizona Department of Education focusing on topics such as addressing academic rigor for special education students, writing Common Core-aligned I.E.P. goals, and college and career transitioning. The director also attended the Intervention Conference held by Arizona Department of Education focusing on how to write transition goals, strategies, and action steps within each student's I.E.P.

Section 3. State Accountability

In 2013, Telesis Preparatory Academy showed significant change in performance (13 point difference) between the 2012 and 2013 evaluations. These gains were observed in both the increase in percentage of students passing AIMS as well as increased student growth percentiles. Therefore, it stands to reason that at the top of our list for immediate improvements is to increase the letter grade of our LEA and each site to at least a grade of B for 2014, not only to raise our growth and proficiency consistently, but also exceed expectations and goals for performance.

To understand fully what goals, strategies, and action steps are needed to improve overall school performance, we enlisted the services and support of the Center of Student Achievement

at the Arizona Charter School Association to conduct an in-depth analysis to determine our areas of strength, growth, and need in regards to improving not only student performance and progress in literacy and mathematics, but also teacher effectiveness in providing high quality instruction, assessment, evaluation, intervention, and support. Included in this report were recommendations for improving student achievement, teacher effectiveness, and overall school performance, which we incorporated as part of our school continuous improvement plan at the LEA and site levels and integrated as key components of our education program.

We also conducted an extensive analysis of our education program as part of our renewal for AdvancEd accreditation for our LEA. This provided us with a very clear and comprehensive review of our education program and where we need to go in regards to continuous improvement.

Curriculum

We analyzed our curriculum and instruction, professional development, and technology in use, helping us to make more data-driven decisions to support our efforts at training our teaching staff and provide them with the technology tools to be more effective in the classroom. It is our hope that all of these changes for added assistance for the students needing more individualized and concentrated instruction will ultimately cause our letter grades to improve.

In order to address needed curriculum changes, a Common Core Team was formed with two trained in common core standards, whose mission it was to inform, assist, and monitor the effective implementation and instructional shifts AZCCRS with every teacher on the campus. With this in mind, numerous in-services have been held to increase the awareness and efficiency of the teaching staff. We have addressed the focus on instructional shifts in Math and ELA, as well as addressing how these shifts will look like in our classrooms through instructional techniques such as Socratic Seminar and Close Reading.

Based on 2012 AIMS data, we determined that our Saxon Math curriculum was no longer meeting the needs of our students, or the requirements of Common Core. Careful analysis of several updated Common Core aligned curriculum, we decided to adopt Pearson *enVision Math* to help provide our teachers with updated curriculum and resources to address the needs of the 21st century learner and provide intervention tools for differentiating instruction. It also provides ongoing assessment, diagnosis, and intervention of student mastery. Formative assessments are interwoven throughout the program at the lesson and topic level.

Based on our 2013 scores, we were able to determine that supplemental resources would be needed to enhance instruction, and that possible changes in the mapping of the curriculum would best fit our student needs. In addition, we determined that additional interventions would be needed to improve overall student progress.

For these reasons, we are currently creating frameworks of our curriculum to move forward with a revision of our curriculum maps for next year. We have also adopted additional math intervention tools to assist with Tier II and Tier III interventions. Common Core-aligned math programs include Pearson *enVision* Math Diagnostic and Intervention tools in conjunction with other practices to assist students, Pearson *enVision* Math Program for Kindergarten, Early Elementary & Elementary student, and Pearson Math is used for Junior Academy.

Instruction

To address the use of data to guide instruction, we have spent a great deal of time organizing PLC (professional learning community) meetings and Common Core meetings to address curriculum changes, enrichment and intervention needs, and overall updating of our curriculum content frameworks to guide our curriculum mapping, pacing guides, and instructional strategies to better meet our students' needs.

Assessment

To understand fully what goals, strategies, and action steps needed to set to improve overall school performance, we enlisted the services and support of the Center of Student Achievement at the Arizona Charter School Association to conduct an in-depth analysis and analysis to determine our areas of strength, growth, improvement, and need in regards to improving not only student performance and progress in literacy and mathematics but also teacher effectiveness in providing high quality instruction, assessment, evaluation, intervention, and support. Included in this report were recommendations for improving student achievement, teacher effectiveness, and overall school performance, which we incorporated as part of our school continuous improvement plan at the LEA and site levels and integrated as key components of our education program. Our plan is to have the Center of Student Achievement at the Arizona Charter School Association conduct another in-depth analysis of our AIMS scores at the end of the current year to determine whether the changes and improvement we made to our education program were appropriate and effective and drive our decisions regarding curriculum, instruction, and assessment for the 2014-2015 academic year.

With regards to use of data for instructional improvement, AIMS data has also been a significant indicator of achievement at specific levels. Review of the trends in our scores has led to much discussion and overall analysis of curriculum as well. We are working to align all resources so that the scope and sequence of all curricula can provide for effective transitioning across grade level content. In addition, we are working to order additional supplemental materials that can be used at each level as Tier II intervention support.

At the lower level (grades K-6), AIMS and SAT-10 data are used to analyze student progress. This information, along with benchmark assessments and daily student progress is used to determine the students who are in the greatest need of intervention. In order to improve our math-based interventions even further, we are moving forward next year with hiring a qualified Math Interventionist for grades K-8.

Professional Development

The focus for professional development at Telesis Preparatory has been centered on having teachers trained deeply and efficiently on implementing, instructing, and integrating the Arizona College and Career Ready Standards (AZCCS) for Mathematics and English Language Arts and Literacy. At the beginning of the year, a professional development was provided to address the cognitive rigor of the Common Core State Standards as a whole. Phase I and Phase II Common Core trainings have been held at several points during the school year to address instructional shifts, as well as content shifts. Common Core trained teachers are also working together weekly to address instructional needs, share effective instructional strategies, and plan for intervention needs.

Professional development in the Mathematics Arizona College and Career Ready Standards is being implemented through on and off-site teacher trainings. Instructional staff are sent to state and country trainings addressing both the literacy and mathematics standards. Common Core-trained educators are responsible for phasing implementation and providing training to all staff at Telesis. In-service trainings are held all year. Common Core teams meet throughout the year to discuss implementation of Phase II and Phase III in all grade levels for Math content/pedagogy. Common Core-aligned math programs *include Pearson enVision Math* in conjunction with other practices to assist students. Our professional development opportunities continue to grow each year, and we work to responsibly maintain funds for improvements in professional development each year.

We have also enlisted the services of Maverik Education LLC to conduct a professional development needs assessment as part of our transition to a Title I Schoolwide Program to determine teachers' interest and need for professional development in the Arizona College and Career Readiness Standards (**See Chart 1**). We also surveyed the staff to determine their level of expertise in implementing and instruction the AZCCRS to lead and conduct on-site professional development (**See Chart 2**).

Data

Chart 1: Interest in Professional Development in AZCCRS

	Very High Interest	High Interest	Moderate Interest	Low Interest	No Interest	Unsure. Need more information.
English Language Arts / Literacy	31.58% 6	42.11% 8	10.53% 2	10.53% 2	5.26% 1	0.00% 0
Mathematics	36.84% 7	31.58% 6	5.26% 1	15.79% 3	10.53% 2	0.00% 0
Literacy in History and Social Studies	42.11% 8	26.32% 5	15.79% 3	5.26% 1	10.53% 2	0.00% 0
Literacy in Science and Technical Courses	23.53% 4	35.29% 6	11.76% 2	17.65% 3	11.76% 2	0.00% 0
Teaching the CCSS in Special Areas (e.g. P.E., art, music, CTE)	11.76% 2	17.65% 3	17.65% 3	17.65% 3	35.29% 6	0.00% 0

Chart 2: Level of Expertise in Implementing, Instructing, and Integrating AZCCRS

	Expert - I can lead and provide training.	Advanced - I can provide sample lessons.	Proficient - I can teach it effectively.	Intermediate - I need more training.	Beginner - I need MUCH more training.	Novice - I have neither seen nor used it.
English Language Arts and Literacy	0.00% 0	0.00% 0	68.42% 13	15.79% 3	10.53% 2	5.26% 1
Mathematics	0.00% 0	10.53% 2	52.63% 10	26.32% 5	5.26% 1	5.26% 1
Literacy in History and Social Studies	0.00% 0	0.00% 0	57.89% 11	21.05% 4	15.79% 3	5.26% 1
Literacy in Science and Technical Courses	0.00% 0	0.00% 0	42.11% 8	36.84% 7	15.79% 3	5.26% 1

Introduction: Telesis Preparatory Academy

Telesis Preparatory Academy is a Grade 9-12 public charter school located in the heart of Lake Havasu City, Arizona, that received its charter in 2000. The word "Telesis" (derived from Greek) means "to bring each child to completion through intelligent and planned direction," which is exactly what we do for each of our students – *we plan their educational progress*. We want each child to learn how to reach his or her own unique potential. Our motto is, "Challenge without frustration," which we establish as guiding and supporting students to work at their highest potential not only to meet and exceed academic standards, but also recognize the importance and value of the concepts, ideas, subjects, and topics they are learning. To support this motto, we have established the *Telesis Triangle*, which represents the partnership our staff establishes with the students and parents in order to work collaboratively in planning and monitoring the goals, performance, and progress of each individual child. It is the responsibility of every faculty member to inquire, "What is it we want our students to learn?" and, "How will we know when each student has learned it?" How we answer these essential questions is how we develop our culture of caring that is the essence of the very fabric of our institution.

In 2013, Telesis Preparatory Academy received a grade of C, receiving 116 points out of a possible 200; the majority of their points were earned from the percentage of students passing AIMS (73%). This campus was evaluated using data from grades 10-12 under the Traditional Model. In 2012, Telesis Preparatory Academy received a grade of C, receiving 103 points out of a possible 200, earning the majority of points from AIMS. Unlike in 2013, the campus was evaluated using the Small School Model in 2012, which resulted in the averaging of data from 2010 to 2012. In terms of overall performance, Telesis Preparatory Academy showed significant change in performance (13 point difference) between the 2012 and 2013 evaluations. These gains were observed in both the increase in percentage of students passing AIMS as well as increased student growth percentiles**.**

Telesis Preparatory Academy continues to support our many programs to enhance the character education element of our schools to include Character First, Character Councils, Positive Strokes, and Kindness is Contagious. We feel most certainly that these programs along with the caring attitude and high expectations of our staff will result in Telesis Center for Learning continuing to be a place where the banner on our campus reads "Telesis – Where Character Comes First."

Subsection 1.a Student Growth Progress Over Time (SGP) – Mathematics and Reading

Telesis Preparatory Academy has spent this year developing a comprehensive system of planning, implementing, measuring, and monitoring the effectiveness of our K-12 curriculum to enhance student growth and increase our percent passing in both mathematics and reading on the state summative assessments as well as formative assessments and benchmarks provided by our schools. The majority of our shifts in regards to curriculum, instruction, assessment, and professional development has been based primarily on the results of our previous year's AIMS and SAT-10 scores as well as the current results of student performance on instructional tasks and assessments provided through the curriculum packages and programs we have implemented in our schools, especially in the area of mathematics.

Curriculum

Much of our focus has been on strengthening our curriculum and instruction in mathematics, which has continuously been identified as an area of growth and improvement over the last two years based upon not only our performance on AIMS and SAT-10 but also our professional judgment and observations based upon the assignments and assessments provided by the math program we formerly implemented at our school. After analyzing our math scores, all the math instructors spent an extensive amount of collaboration time evaluating the academic appropriateness and effectiveness our math curriculum, which at the time was *STAR Math* and *Accelerated Math* through Renaissance Learning. We noticed that students were neither demonstrating nor developing the deeper mathematical knowledge and skills they needed not only to attain grade level proficiency on the AIMS and SAT-10 but also deeper understanding and awareness of mathematical concepts and practices. We realized we needed to select a math program that is aligned to the Math Arizona College and Career Ready Standards, support student growth and proficiency, and address the mathematical process standards set by the National Council of Teachers of Mathematics.

Based upon our research and an in-depth analysis of our student population and performance on state summative assessments over the last couple of years, the committee decided to purchase *Pearson Prentice Hall Mathematics* for the Academy Level (Grade 9-12). For academic intervention and support in mathematics, we purchased the *A+nyWhere Learning System*s, a formative assessment and supplemental resource that specifically target areas of growth and improvement for the individual student as well as the whole class. The *A+nyWhere*

Learning System measures and monitors student performance and progress and informs teachers when students have attained proficiency and are ready to move to the subsequent level of instruction. We also have students work with *Power Algebra* and *MathXL* as supplemental resources for further targeted, strategic, and intensive interventions and support.

For instruction in literacy, our students read novels that have been identified as text exemplars in Appendix B of the Arizona College and Career Ready Standards for English Language and Literacy. We are also using the recommended texts identified in he Common Core Curriculum Maps for English Language Arts and Literacy provided by Common Core, Inc. and published by Jossey-Bass. Many of the text exemplars and recommended text are downloaded from the Internet and reproduced as hard or electronic copies. Students are also working with the *Elements of Language and Literature* curriculum to read short form fictional narratives, informational text, poetry, and drama Our content area courses outside of English Language Arts have also utilized their textbook and informational text at the appropriate Lexile levels to read and respond to text from a disciplinary and literary perspective. The content area text is the primary resource for reading and response as well as

Instruction

Though our student population continues to grow, we have decided and continue to strive to keep our class sizes small so teachers can work closely and effectively with students either through small group or one-on-one instruction. This is also part of the vision of the school as well as a key component of our charter – to allow teachers, students, and parents to work closely to ensure our mission of "planned progress" is maintained and upheld.

We have also incorporated several resources and multiple teaching styles we use to meet the individual needs of all students that integrate applying their analytical and problem-solving skills. The "My Math Video" feature has a tutor who can assist students at anytime on any topic they need to relearn. The special features that are being utilized to help student's growth and progress are: lesson quizzes, activities, games, and puzzles, homework video tutors, review and remediation, chapter projects to train them to apply their problem-solving skills in real life situations, performance tasks, cumulative reviews, and quizzes and tests. All of these are also available under Spanish resources.

In reading our focus has been on having our students experience reading and responding to classic and Lexile level appropriate literature and informational text to prepare them for the

more complex text and expectations for literary analysis they will encounter after high school graduation. The English Language Arts instructor attempts to establish at least a 50/50 split between the experience students have reading and responding to literary fiction and non-fiction. The English Language Arts instructor also works collaboratively with the other core content areas to provide instruction with literature that correlates to the content-specific topics or informational text being read in classes such as history / social studies, science, and mathematics.

Assessment

As evident in our AIMS scores for 2011-2012 and 2012-2013, Telesis Preparatory Academy significantly increased the median SGPs for the all students, bottom 25% and overall evaluations as compared to the 2012 SGP results. The all students median is 44, compared to 30.25 in 2012. This growth is calculated by analyzing the change from SAT 10 scores in grade 9 to AIMS scores in Grade 10.

We do not currently have a formal benchmark assessment program to measure and monitor student progress comprehensively or extensively as a grade level or subgroup. Traditionally, we have progress monitored student achievement individually rather than aggregately as a particular grade band, level, or subgroup such as English Language Learner, Free and Reduced, or Special Education, which supports the vision of our charter – individual planned progress. This has allowed us to narrow down students' areas of strength, growth, and improvement as well as areas of need and interest. We have depended upon the summative results of the AIMS and STAN-10 to determine student achievement, teacher effectiveness, and overall school performance. We are exploring purchasing a formative benchmark assessment such as Galileo or Acuity to gather more aggregate data based upon grade level and subgroup performance.

Student progress is measured and monitored individually and formatively using our gradebook program TeacherEase. We upload the results of student achievement on instructional activities and assessments provided through the *Pearson Success* platforms and the *A+nyWhere Learning System* platforms to create a metrics-based diagnostic analysis of not only how each individual students are performing in the class but also whether their risk levels for attaining grade level proficiency on the AIMS Spring or Fall Mathematics Exams. STAR Reading is used to measure and monitor student performance and progress in reading. Teachers use the data to

assess individual student proficiency and instructional need and to design both enrichment and intervention.

AIMS data is primarily used to measure annual growth in student performance and progress and determine the need for support across the campus in Grades 10-12. Stanford 10 data is used to analyze student progress for Grade 9. This information, along with benchmark assessments and daily student progress, is used to determine the students who are in the greatest need of intervention.

The core content area highly qualified teachers collaborate to assess data and design grade level, intervention, and enrichment courses. Teachers use data driven decision-making to plan and provide instruction, assessment, and evaluation under the guidance of the academic team leader and in cross-curricular collaboration with their team members.

School: TELESIS PREPARATORY ACADEMY **Cohort: 2015**

Performance Levels		Reading Fall 2013	Reading Spring 2013		
PASS	4 EXCEEDS	17% 1 Students	4% 1 Students		
	3 MEETS	67% 4 Students	88% 21 Students		
	2 APPROACHES	17% 1 Students	8% 2 Students		
	1 FALLS FAR BELOW	0% 0 Students	0% 0 Students		
Students with Valid Results		6	24		
Mean Scale Score		720.0	722.4		
Target Score Met[1]		33% 2 Students	25% 6 Students		

Chart 1: AIMS Reading Growth – Cohort 2015

Based on the performance on the Fall AIMS 2013 Reading, 5 out of the 6 students (**86%**) who retook the exam from the spring attained proficiency. One student, who also qualifies and receives special education services, successfully moved from Approaches to Meets and another student, is approaching. The one student who approached the standard newly relocated to the state of Arizona from Florida and is no longer enrolled at our school due to personal choice. No students from Cohort 2014 retook the Fall AIMS 2013 exam, as 100% of the Cohort 2014 has attained proficiency in this area.

School: TELESIS PREPARATORY ACADEMY **Cohort: 2015**

Performance Levels		Mathematics Fall 2013	Mathematics Spring 2013		
PASS	4 EXCEEDS	0% 0 Students	8% 2 Students		
PASS	3 MEETS	46% 6 Students	46% 11 Students		
	2 APPROACHES	38% 5 Students	21% 5 Students		
	1 FALLS FAR BELOW	15% 2 Students	25% 6 Students		
Students with Valid Results		13	24		
Mean Scale Score		489.8	495.6		
Target Score Met[1]		0% 0 Students	0% 0 Students		

Chart 2: AIMS Math Growth – Cohort 2015

Based on the performance on the Fall AIMS 2013 Mathematics Exam, 6 out of the 13 students (**46%**) who retook exam from the spring attained proficiency. Out of the 11 students who did not pass the Spring AIMS 2013 Mathematics, 9 are still enrolled at Telesis Preparatory Academy. Out of those 9 students, 3 (33%) attained proficiency and all students who retook the AIMS demonstrated moderate to significant growth, 4 (44%) moved from fall far below to approaching, and 2 (22%) are under fall far below but both of these students demonstrated moderate growth, and one of these students is receiving Special Education services.

While progress monitoring student achievement individually rather than aggregately has benefitted our students and our teachers, our analysis of the results on state summative assessments and our continuous data dialogues have led us to realize we need to purchase a valid and reliable benchmark assessment program that provides stronger benchmark assessments that can provide aggregate data. Depending upon the summative results provided by the AIMS is not enough to increase overall student achievement and teacher effectiveness. We have established a professional learning community (P.L.C.) to research and review which program would not only provide our staff and students the

Professional Development

The focus for professional development at Telesis Preparatory Academy has been centered on having teachers trained deeply and efficiently on implementing, instructing, and integrating the Arizona College and Career Ready Standards (AZCCRS) for Mathematics and English Language Arts and Literacy. At the beginning of the year, professional development was provided to address the cognitive rigor of the Common Core State Standards as a whole. As the year progressed, professional development shifted to more targeted training that focused on strengthening instruction, assessment, and evaluation addressing either Math or ELA AZCCRS standards

Teacher training in mathematics has focused heavily on shifting instruction from teaching and learning factual knowledge and procedural understanding in order to attain the correct answer to conceptual understanding in which students analyzed and evaluated how and why answers were attained through reasoning and proofing. Training has also extended to challenge**d** and engage**d** student**s** to demonstrate and communicate metacognition of mathematics practices and processes by engaging them in chapter project-based learning and experiences with practical concepts such as STEAM (Science, Technology, Engineering, Arts, Mathematics) and financial literacy, which our staff has identified and addressed as an essential 21st Century skill that will benefit students in their personal and professional lives after high school graduation.

Teacher training in literacy has focused heavily on how all the core content areas incorporate deeper reading and writing across the curriculum and how instruction beyond English Language Arts can provide a balance between the literary fiction and non-fiction to which students read and respond. Guidance and support has been provided to non-English Language Arts teachers instructing classes such as history/social studies, science, and mathematics can collaborate with the ELA teacher to develop rigorous and relevant lessons that extend thinking and learning across the curriculum and engage students to demonstrate and communicate deeper knowledge, understanding, thinking, and awareness of what they are learning using oral, written, creative, and technical expression. Professional development has also focused on how to incorporate active learning strategies such as close reading of the text and Socratic Seminars to examine and explore concepts, ideas, subjects, and topics deeply orally and in writing.

Training has been provided in how to use technology to support both student proficiency and growth. Our high school teachers have been trained not only on how to use technical tools such as Mimios as well as the software packages accompanying the curriculum we have purchased through *A+nyWhere Learning System* and Pearson Prentice Hall.

Subsection 1.b Student Growth Progress Over Time of Bottom 25% (SGP Bottom 25%) – Mathematics and Reading

Due to our small student population, the number of students who were identified as the Bottom 25% for the 2011-2012 and 2012-2013 was not reported on the academic framework. However, these small numbers have allowed us to identify clearly those students who have struggled to attain grade level proficiency in literacy and mathematics and target interventions specifically based upon their progress and needs.

Based upon data and evaluation of procedures from the previous year, a decision was made to improve our resources for intervention – specifically strategic interventions for the students who have been identified **in** the bottom 25% using performance on AIMS as primary criteria, in-class performance as secondary criteria, and talking points consisting of teacher feedback and input.

In previous years, our Intervention Team consisted of one full-time reading specialist. This year, two others were added to the team: a Reading Specialist -- who also is proficiently trained in The Arizona College and Career Ready State and is the Team Leader – and a Reading Recovery teacher. We have also implemented the Response to Intervention model this year to assist in making informed decisions with regard to student placement for interventions.

Curriculum

A key factor in the math curriculum we decided to adopt for our math program were supplemental supports and tools that would provide academic assistance and interventions to struggling students, especially those identified as the Bottom 25%. *Power Algebra*, *Power Geometry*, and *MathXL* are utilized to allow students to strengthen mathematical practices and skills.

With regard to the Bottom 25% of students who struggle to attain proficiency in reading, students are provided opportunities to engage in close reading using text exemplars identified by the Arizona College and Career Ready Standards. Novel studies are also conducted based upon reader interest to strengthen strategies in close reading and literary analysis, develop fluency and comprehension, and promote leisure reading.

Instruction

After analyzing our data, we realized the needs of students and started an elective math course for students struggling with foundations in math. This course was offered as AIMS Math

in the past and then shifted to Transitional Math as per student's needs and requirements. Students who are having gaps in their learning were placed in Algebra 1 (earning an elective credit), which gave them an opportunity to master the essential concepts in order to do well in Geometry or Algebra 2 or any other higher-level math course. AIMS tutoring for math continues primarily for juniors and seniors who did not pass AIMS math and for freshmen and sophomores who did not pass their traditional 8th grade math. We also be offer Transitional Math for students who will be identified as struggling in major mathematical concepts to prepare them with solid foundation and to be ready for Geometry, Algebra 2, etc. Copies of the paperwork are kept on file so we may continue to measure and monitor their progress and performance. Many of the students who asked for help have passed their AIMS Math exam.

Teachers use the Response to Intervention model to make data based decisions for placing students in either Tier I (Core), Tier II (strategic-small group), or Tier III (Intensive) interventions. In order to implement Tier II interventions, teachers have increased instructional time to include an additional 30 minutes for small group instruction. Additional Tier II time has also been added to Intervention instruction for those teachers who have difficulty adding extra time into their schedules.

In mathematics struggling students receive half hour intervention in the respective subject areas Monday - Thursday. After school tutoring is also provided on Tuesdays, Wednesdays, and Thursdays for students who need extra assistance. Weak areas are constantly reinforced and assessed during regular instruction and intervention. Extra practice and enrichment work is provided for the mastery of the concept. We have implemented multiple teaching styles to improve students' analytical and problem-solving skills that enhance every student's in depth analysis and reasoning skills. On-line resources linked to math curriculum are being utilized that provide visual manipulatives as well as video tutorials through Pearson platform. Retesting is available after "re-teaching" the concepts that are not mastered.

With literacy Tier I instruction and interventions are provided during the regular day instructional period by having the instructor use active learning techniques such as peer reading and discussions, paired reading, and group reading. Supplemental text such as study guides and Books on Tape help students decipher and understand the meaning and message conveyed by complex text. Along with the grade level course, students are provided extended learning time beyond the regular day instructional period through Tier II and Tier III intervention courses,

which are designed to meet the needs of those students who require further instruction to help them achieve proficiency in the areas of literacy. Those who are identified as the lowest 10% in reading receive an additional 30 minutes per day of instruction in close reading strategies, Socratic Seminar discussion techniques, and oral reading practice through the use of Common Core aligned text exemplars that have been identified at their independent reading level.

Assessment

The bottom 25% grew 33.5, compared to 24 in 2012 and the overall median SGP was 39 compared to 27 in 2012. The overall growth score in 2013 was 39, compared to 27 in 2012. The final growth score was 40 out of 100 points. This value represents typical growth that is below "average".

AIMS scores are extensively reviewed a consistent basis during P.L.C. and team meetings. Teachers were also provided training on AZDASH to review how data is analyzed, disaggregated, and can be used to provide targeted, strategic, and intensive interventions. The site testing coordinator works with teachers with review student progress by individual strands and concepts and provides guidance and support on how to use data driven decision-making to plan instruction and interventions.

In mathematics academic performance and progress are measured and monitored using assignments and assessments generated by *KUTA Software*, *Khan Academy*, *IXL,* and *Power Algebra*. Section quizzes are administered after study and completion of homework to gauge overall class understanding of concepts prior to advancing or to initiate review and remediation of concepts.

In reading academic performance and progress are measured and monitored using *STAR Reading*, *Accelerated Reader*, and grade level fluency passages. Progress is shared with both the student and the parents who meet collaboratively with the teacher to develop individualized learning plans with set goals and objectives for improving student proficiency in mathematics.

School: TELESIS PREPARATORY ACADEMY **Cohort: 2015**

Performance Levels		Reading Fall 2013	Reading Spring 2013		
PASS	4 EXCEEDS	17% 1 Students	4% 1 Students		
	3 MEETS	67% 4 Students	88% 21 Students		
	2 APPROACHES	17% 1 Students	8% 2 Students		
	1 FALLS FAR BELOW	0% 0 Students	0% 0 Students		
Students with Valid Results		6	24		
Mean Scale Score		720.0	722.4		
Target Score Met[1]		33% 2 Students	25% 6 Students		

Chart 3: AIMS Reading Growth Bottom 25% – Cohort 2015

100% students in Cohort 2015 identified within the Bottom 25% attained proficiency on the AIMS Fall 2013 Reading Exam. The one student who approached the standard was new to the school, having moved from another state. No students in Cohort 2014 needed to retake the AIMS Reading Exam. The amount of growth and progress are represented by shifts in color in each column.

School: TELESIS PREPARATORY ACADEMY **Cohort: 2015**

Performance Levels		Mathematics Fall 2013	Mathematics Spring 2013		
PASS	4 EXCEEDS	0% 0 Students	8% 2 Students		
	3 MEETS	46% 6 Students	46% 11 Students		
	2 APPROACHES	38% 5 Students	21% 5 Students		
	1 FALLS FAR BELOW	15% 2 Students	25% 6 Students		
Students with Valid Results		13	24		
Mean Scale Score		489.8	495.6		
Target Score Met[1]		0% 0 Students	0% 0 Students		

Chart 4: AIMS Mathematics Growth Bottom 25% – Cohort 2015

According to the results of AIMS 2013 Fall Math Exam, 3 out of the 5 students who fall within the Bottom 25% based upon the AIMS 2013 Spring Math Exam demonstrated significant growth. Targeted and strategic interventions are being provided to ensure all five students continue to demonstrate growth and progress. The amount of growth and progress are represented by shifts in color in each column.

Professional Development

Teachers receive extensive training on how to provide challenging and engaging instruction as well as deepen their own conceptual and procedural knowledge and understanding in literary and mathematical thinking. Areas of study include Socratic seminars and close reading of the text as well as using problem-based and project-based learning to provide active, hands-on, and practical learning experiences. Common Core training continues to be the emphasis and focus for improving both student achievement and teacher effectiveness.

2c. Proficiency – Subgroup English Language Learners (ELL)

No currently enrolled students Telesis Preparatory Academy qualify for or receive Structured English Immersion and English Language Development services, which has traditionally been the case at our school and the reason why our academic framework report indicated "No Rating".

Curriculum and Instruction

If an ELL student was to enroll at our school, they would receive instruction in Structured English Immersion and English Language Development within the general education classroom through Individualized Language Lesson Plans that outline the language goals students must meet based upon their AZELLA-assessed language proficiency levels quarterly, per semester, and annually. Students would be taught English language development using the instructional text and supplementary resources provided in the general education classroom.

All teachers with ELL students in their classroom are required to include a language objective that supplements the core content academic performance objective being addressed. Teachers use the English Language Proficiency (ELP) Standards developed by the Arizona Department of Education in conjunction with the Arizona College and Career Ready Standards (AZCCRS) and Arizona state core academic standards.

Assessment

Students who indicate on one or more of the questions on the PHLOTE form are given the AZELLA exam to assess English language proficiency in accordance with Title III of the

Elementary and Secondary Education Act of 1965 as well as the policies and procedures set by the Arizona Department of Education. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Kindergarteners who indicate on the PHLOTE form that a language other than English is their primary language learned or spoken at home but have tested as proficient also take the Spring AZELLA exam to determine whether the original proficiency designation remains valid.

We currently have no students designated as English Language Learners enrolled at Telesis Preparatory Academy.

Professional Development

The special education director, who is also the school's ELL coordinator, receives on-going training from the Office English Language Acquisition Services (OELAS) of the Arizona Department of Education regarding procedures and strategies for identifying ELL students, assessment and evaluation, progress monitoring, and program compliance. The ELL coordinator participates throughout the academic year annually in training on how to provide the AZELLA test. Since the ELL population at our campus is so small, professional development with all staff occurs primarily through formal and information conversations, one-on-one consultations, and team meetings with the ELL coordinator and those teachers who have ELL students working in their classrooms with an ILLP.

All teachers have their S.E.I. endorsement and received S.E.I. training from either an S.E.I. program or S.E.I. trainer approved by the Office of English Acquisition Services at the Arizona Department of Education.

2c. Proficiency – Subgroup Special Education (Sp.Ed.)

The special education population at Telesis Preparatory Academy is significantly small with 4% of the students currently qualifying for and receiving special education services, including services for speech, which has consistently been the percentage of our special education population since 2011-2012 and why our academic framework report indicated "No Rating". However, our small population allows our special education department, which consists of a highly qualified special education director and a highly qualified teacher who both have their special education endorsement, to work closely and collaboratively both with the staff and their students.

Curriculum

The curriculum used to teach students who qualify for and receive special education students depends upon the ability level, needs, and goals of the individualized lesson plan (I.E.P.) for each student. If the student demonstrates near grade competency in literacy and mathematics, they may work with the same instructional text used in the general education classroom with interventions. However, most students in the resource room are using supplemental materials and text published by Saddleback that are Common Core aligned and specifically designed for struggling students, especially those requiring intensive assistance, interventions, and support.

All curriculum and materials were selected for adoption and implementation by the special education team in consultation with the school director and intervention team leader. We emphasized purchasing materials that both align to the cognitive rigor of the Common Core State Standards and support the instruction occurring in the general education classroom.

With mathematics only one student currently has demonstrated the capability to work with the grade level math text with strategic and intensive interventions provided by the HQ special education director. The other students work primarily with the supplemental text and materials mentioned previously to strengthen core mathematical knowledge and skills, work toward grade level proficiency, and increase metacognition and self-confidence in regards to mathematical ability and thinking. Supplementary curriculum used for special education math interventions include Pearson Prentice Hall, *IXL for Math*, and Khan Academy and Pearson *Pacemaker* for Algebra I and II. New curriculum will be adopted and implemented next year to meet the demands and expectations for cognitive rigor embedded in the Math Common Core State Standards prior to the 2014-2015 academic year.

With reading students work with supplemental text beginning at their Lexile level as determined by their performance on STAR Reading to strengthen basic reading skills and comprehension and develop the ability to analyze and evaluate literary fiction and non-fiction deeply.

Instruction

All interventions services for students in Grades 9-12 who qualify for and receive special education services are provided in the resource room 90 minutes per day in the area of their deficiency. We decided to establish a resource room so students would receive more intensive

interventions through small group instruction and one-on-one support provided by a highly qualified teacher with a special education endorsement to increase their chances of attaining grade level proficiency as well as developing conceptual understanding in literacy and mathematics and metacognition of how they can apply what they are learning to address real world issues, problems, situations.

The delivery of instruction and intensity of interventions depends upon the performance, progress, and competency level of each individual student as determined by the comprehensive evaluation conducted by a school psychologist whose services are outsourced by Telesis Center for Learning, Inc. and academic performance both in the classroom, on formative assessments such as *STAR Reading* and *IXL for Math*, and the goals outlined in the students' Individualized Education Plan (I.E.P.). We collaborate and meet with the general education teachers in our attempt to mirror our instruction to what is being addressed in the mainstream classroom. The materials we use may be presented in a format that is more easily understood and functional with the student population we serve. We also use supplemental resources to clarify any concepts, ideas, subjects, or topics that may be too abstract for our students to comprehend. However, through small group and one-on-one interventions, we dialogue, discuss, and facilitate so our students may develop deeper knowledge, understanding, and awareness of what they are learning.

Special education students receive services primarily from the special education director, who mostly delivers instruction in literacy and mathematics through intensive one-on-one instruction. The intensity of instruction depends upon the ability level of the individual student as determined by the conclusions made in the psychologist's report, feedback on student performance and progress from the general education teacher, the goals within the student's I.E.P., and the professional judgment of the special education director, who continuously monitors and adjusts the levels of instruction and practice to challenge and support student learning. During this time, students receive assistance and support through small group instruction consisting of three separate groups of 3-5 students that are each facilitated by a highly qualified instructors with a special education endorsement. Students needing more intensive interventions receive one-on-one instruction from one of the HQ instructors based upon their need as well as their performance and progress. A school psychologist subcontracted by the

LEA as needed also provides input regarding how services and interventions are provided to each individual student qualifying for special education services.

Our small classroom population and the classroom size we maintain in the resource room not only allows our special education students intensive assistance and interventions from the HQ special education director but also pace extended learning time in which the student is allowed to learn concepts, ideas, subjects, and topics more deeply and at their own pace. The small classroom size and one-on-one interventions also allows the HQ special education director to take time to fill in the gaps not only in proficiency but also learning should a student be absent from school for health or personal reasons, taking instruction right from where it was left off prior to the student's absence.

With math intensive instruction, interventions, and support are provided in the resource room for the entire year through gradual release of responsibility that occurs at a slower pace with repeated explicit instructions and checks for understanding. Guided practice is demonstrated primarily within the resource room under the observations of the special education director with some homework assigned for independent practice. Student performance and work is reviewed extensively with the teacher facilitating the learning through questioning and modeling. If the student struggles to attain proficiency and retain the information, the special education director provides guidance and support through further direct instruction, practice, and facilitation using guiding and leading questions that are open-ended and text dependent. Students qualifying for and receiving special education services in mathematics receive instruction and intervention in the resource room for the entire academic year.

With literacy intensive instruction, interventions, and support in reading and writing are provided in the resource room as their English Language Arts class. Students who need intervention and support in attaining proficiency in literacy in history/social studies or science and technical courses receive intensive interventions beyond the regular day instruction schedule in the resource room.

Assessment

Students are exited from the resource room and included into the mainstream student population for grade level instruction based upon whether they attain proficiency on the AIMS Fall or Spring Reading and Mathematics exams, teacher input, parent feedback, and the evaluation from the psychologist.

We measure and monitor student performance and progress based upon the results of formative assessments such as STAR Reading and the completion of independent practice tasks provided through *IXL For Math*. We also review student performance and progress cumulatively by reviewing their performance on the AIMS Mathematics and Reading exams and the STAN-10 to drive decisions regarding instruction and interventions.

School: TELESIS PREPARATORY ACADEMY **Cohort: 2015**

	Performance Levels	Reading Fall 2013	Reading Spring 2013		
PASS	4 EXCEEDS	17% 1 Students	4% 1 Students		
PASS	3 MEETS	67% 4 Students	88% 21 Students		
	2 APPROACHES	17% 1 Students	8% 2 Students		
	1 FALLS FAR BELOW	0% 0 Students	0% 0 Students		
	Students with Valid Results	6	24		
	Mean Scale Score	720.0	722.4		
	Target Score Met[1]	33% 2 Students	25% 6 Students		

Chart 5: AIMS Reading Growth Special Education – Cohort 2015

The one student from Cohort 2014 who currently receives special education services and needed to retake both exams attained proficiency in reading and demonstrated growth in mathematics. Based upon classroom performance, teacher observations, and performance on IXL For Math, which indicates the student's cumulative score increased 182% over the course of the current academic year, we strongly believe that she will demonstrate more growth in performance on the AIMS Spring 2014 Mathematics Exam, which is the student is scheduled to take in April 2014. No students in Cohort 2014 receiving special education services needed to retake the Fall AIMS Mathematics and Reading Exams. The amount of growth and progress are represented by shifts in color in each column.

No students in Cohort 2016 are receiving special education services in mathematics or reading. Two students from Cohort 2017 – one who is new to our school and most recently been evaluated and qualified for special education services – receive intensive instruction and intervention in literacy and mathematics in the resource room. Progress is monitored based upon their I.E.P. goals, teacher observations, and performance on assignments and assessments provided through *Math for IXL*.

Professional Development

The special education team participates with the general education staff in whole staff and targeted training on implementing, instruction, and integrating the Arizona College and Career Readiness Standards in Mathematics and English Language Arts and Literacy. The special education team's input regarding how to improve teacher effectiveness in instructing, assessing, and evaluating student achievement as it relates to the AZCCRS is an essential component of the professional development provided on-site. The special education team also participated in specific training provided to all math teachers at Telesis Preparatory Academy by the school's Common Core team regarding how to address the cognitive rigor of the AZCCRS in Mathematics to all students.

Professional development and support in special education are provided to all staff primarily through the special education director, who meets consistently with the instructional staff and administration individually and during team meetings to discuss and review student progress and best practices and strategies to address students with special needs. The special education director has received specialized training from the Director's Institute Conference held by the Arizona Department of Education focusing on topics such as addressing academic rigor for special education students, writing Common Core-aligned I.E.P. goals, college and career transitioning. The director also attended the Intervention Conference held by Arizona Department of Education focusing on how to write transition goals, strategies, and action steps within each student's I.E.P.

3. State Accountability

As mentioned previously, Telesis Preparatory Academy received a grade of C according to the grading scale of AZLEARNS, receiving 116 points out of a possible 200. Therefore, it stands to reason that at the top of our list for immediate improvements is to increase the letter

grade of our LEA and each site to at least a grade of "B" according to the grading scale for AZLEARNS for 2013-2014.

Curriculum

In order to address needed curriculum changes, a Common Core Team was formed with two trained in the Common Core State Standards, whose mission it was to inform, assist, and monitor the effective implementation and instructional shifts AZCCRS with every teacher on the campus. With this in mind, numerous in-services have been held to increase the awareness and efficiency of the teaching staff. We have addressed the focus on instructional shifts in Math and ELA, as well as addressing how these shifts will look like in our classrooms through instructional techniques such as Socratic Seminar and Close Reading.

We have strengthened our school's math curriculum to address the cognitive rigor of the Common Core State Standards as well as teach our students to engage in critical and creative thinking with mathematics, examine and explore mathematical concepts and procedures through reasoning and proofing; communicating clearly their own mathematical thinking and reasoning using oral, written, creative, and technical expression; and engage in active learning such as problem-based, inquiry-based, and project-based learning, allowing students to use the math they are learning to address real world issues, problems, and situations.

Instruction

Our high school courses are designed specifically to cover core content, address the Arizona College Career Ready Standards in Mathematics and English Language Arts and Literacy, and specific skills that support demonstration of higher order thinking and communication of deeper knowledge, understanding and awareness using oral, written, creative, and technical expression. Instruction is differentiated and individualized to address the specific needs and interests of each individual student. Through emphasis and encouragement, students are motivated to engage themselves in thinking critically and creatively, examining and exploring deeply, working collaboratively, and communicating clearly their deeper knowledge, understanding, thinking, and awareness.

Professional Learning Communities (P.L.C.s) have also been established to research and collaborate on a regular basis for planning and providing instruction and discussing student performance and progress. Our teachers have also incorporated active learning methods and strategies including problem-based learning, project-based learning, close reading of the text, and

Socratic Seminars to make certain that our classrooms are more student-centered and teacher-facilitated than teacher-led and content-driven.

With regard to math interventions at Telesis Preparatory Academy, Intervention Team members conduct regular weekly meetings to discuss data and progress. In addition, they also attend the regular weekly meetings at each academic level. Intervention schedules allow for any students needing intervention assistance in math to attend daily interventions. Tier II interventions take place daily through qualified math instructors who work with students in the small group setting. Tier III referrals are given for students who are not mastering content or meeting benchmarks in various content areas. Assessment data is evaluated consistently to monitor improvement.

Assessment

To understand deeply and fully what goals, strategies, and action steps needed to set to improve overall school performance, we enlisted the services and support of the Center of Student Achievement at the Arizona Charter School Association to conduct an in-depth analysis and analysis to determine our areas of strength, growth, improvement, and need in regards to improving not only student performance and progress in literacy and mathematics but also teacher effectiveness in providing high quality instruction, assessment, evaluation, intervention, and support. Included in this report were recommendations for improving student achievement, teacher effectiveness, and overall school performance, which we incorporated as part of our school continuous improvement plan at the LEA and site levels and integrated as key components of our education program. Our plan is to have the Center of Student Achievement at the Arizona Charter School Association conduct another in-depth analysis of our AIMS scores at the end of the current year to determine whether the changes and improvement we made to our education program were appropriate and effective and drive our decisions regarding curriculum, instruction, and assessment for the 2014-2015 academic year.

With regards to use of data for instructional improvement, AIMS data has also been a significant indicator of achievement at specific levels. Review of the trends in our scores has led to much discussion and overall analysis of curriculum as well. We are working to align all resources so that the scope and sequence of all curricula can provide for effective transitioning across grade level content. In addition, we are working to order additional supplemental materials that can be used at each level as Tier II intervention support. We also analyzed our

curriculum and instruction, professional development, and technology in use, helping us to make more data-driven decisions to support our efforts at training our teaching staff and provide them with the technology tools to be more effective in the classroom. It is our hope that all of these changes for added assistance for the students needing more individualized and concentrated instruction will ultimately cause our letter grades to improve.

Professional Development

Phase I and Phase II Common Core trainings have been held at several points during the school year to address instructional shifts, as well as content shifts. Common Core trained teachers are also working together weekly to address instructional needs, share effective instructional strategies, and plan for intervention needs. Teachers were also trained on-site in close reading and Socratic seminar to engage students in more active learning strategies that are more student-centered and teacher-facilitated. Instructional staff has also been sent to professional development conferences and seminars to participate and learn best practices, instructional methods, and active learning strategies that specifically address the cognitive rigor of the Common Core State Standards at the high school level offered by the Arizona Department of Education

In regards to assessment, staff has been trained in using *AZDASH* to drive instruction, assessment and evaluation and measure and monitor student progress. Our site testing coordinator has also received extensive training on proctoring the AIMS exams as well as how to establish extended learning time for students who struggle to attain proficiency on the exams. The site coordinator has also trained other staff members on how to use data driven decision-making to guide instruction, assessment and evaluation. Since our site has also been selected to participate in the PARCC field test, all teachers who are responsible for testing have received extensive training in proctoring the exam as well as the frameworks for instruction.

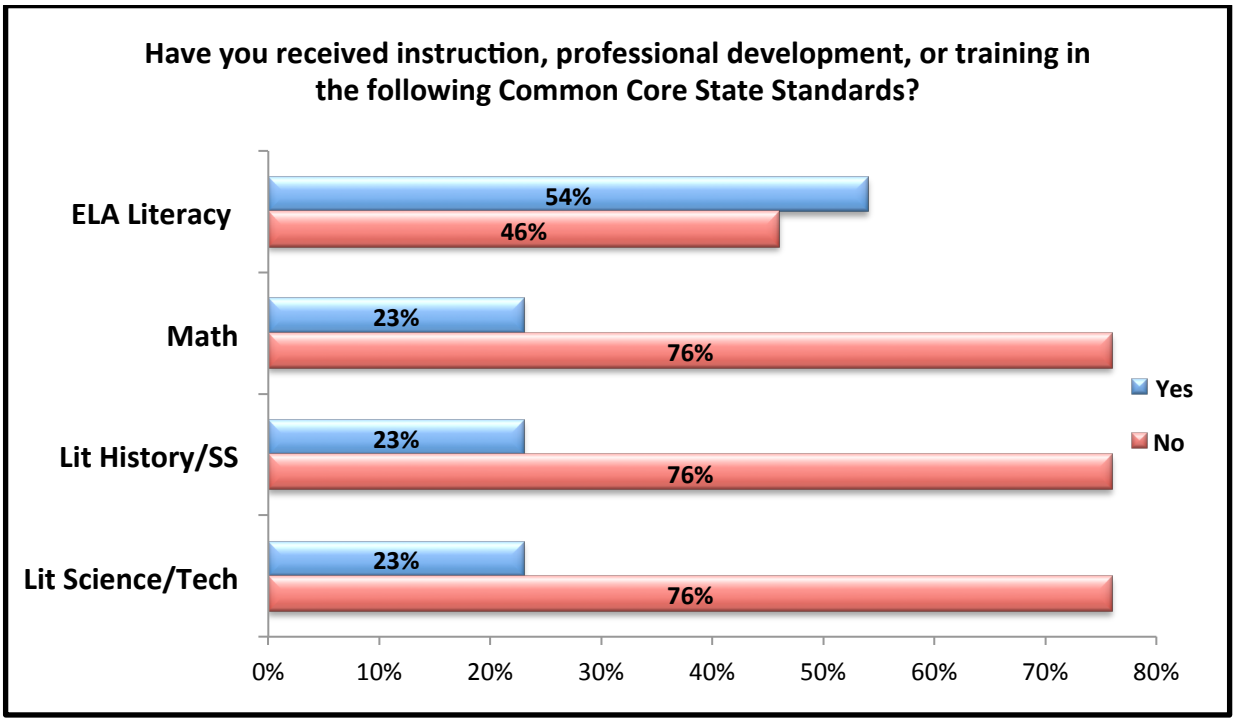

Chart 6: Training in the Common Core State Standards

We also enlisted the services of Maverik Education LLC to conduct a professional development needs assessment to determine the expertise level of our staff in implementing, instructing, and integrating the Common Core State Standards. According to the results, the majority of the staff has received AZCCRS training in English Language Arts and Literacy. We will be using this data to plan the remaining professional development time for this year and construct our professional development plan for the 2014-2015 academic year.

	Expert - I can lead and provide training.	Advanced - I can provide sample lessons.	Proficient - I can teach it effectively.	Intermediate - I need more training.	Beginner - I need MUCH more training.	Novice - I have neither seen nor used it.
English Language Arts and Literacy	0.00% 0	15.38% 2	23.08% 3	15.38% 2	30.77% 4	15.38% 2
Mathematics	7.69% 1	0.00% 0	15.38% 2	23.08% 3	38.46% 5	15.38% 2
Literacy in History and Social Studies	0.00% 0	7.69% 1	15.38% 2	30.77% 4	23.08% 3	23.08% 3
Literacy in Science and Technical Courses	7.69% 1	0.00% 0	15.38% 2	30.77% 4	23.08% 3	23.08% 3

Chart 7: Expertise in Teaching the Common Core State Standards

We also surveyed the staff regarding their level of expertise in teaching the following Common Core State Standards to determine how many teachers on our staff feel they are at least proficient enough to teach the AZCCRS effectively, can provide sample lessons, or provide on-site training for other staff members.

	Very High Interest	High Interest	Moderate Interest	Low Interest	No Interest	Unsure. Need more information.
English Language Arts / Literacy	30.77% 4	23.08% 3	23.08% 3	23.08% 3	0.00% 0	0.00% 0
Mathematics	38.46% 5	7.69% 1	15.38% 2	15.38% 2	23.08% 3	0.00% 0
Literacy in History and Social Studies	25.00% 3	25.00% 3	16.67% 2	16.67% 2	16.67% 2	0.00% 0
Literacy in Science and Technical Courses	23.08% 3	15.38% 2	7.69% 1	30.77% 4	23.08% 3	0.00% 0
Teaching the CCSS in Special Areas (e.g. P.E., art, music, CTE)	38.46% 5	23.08% 3	15.38% 2	15.38% 2	7.69% 1	0.00% 0

Chart 8: Interest in Common Core State Standards Training

We also surveyed the staff to determine their level of interest in specific Common Core State Standards to determine how to plan and provide further professional development for the rest of the year and into the 2014-2015 academic years. We will use this data along with the results of the AIMS 2014 Spring Mathematics and Reading Exams to determine what kind of professional development related to the AZCCRS should be provided for the upcoming school year.

4. Graduation

Ensuring that our student graduate and become productive, contributing members of society is the goal and mission of Telesis Preparatory Academy. From the moment a student enters Telesis, they are assessed and given a plan and curriculum that is specifically designed to help them reach their specific goals. When the student reaches the Academy level from our sister K-8 school, the focus becomes even more tailored to ensure that the student reaches his or her specific goals.

One of the biggest improvements Telesis Preparatory Academy has made to ensure that students maintain began in 2010 when we hired a hired guidance counselor on campus. In 2013, this position was made full time to focus primarily on academic guidance for students in Grades 9-12 and assist in planning and transitioning for life after high school graduation. At Telesis Preparatory Academy, career planning begins immediately in 9th Grade by developing ECAP plans, using the tools and assessments in AZCIS and having various visits from colleges, universities, the armed forces, etc. The counselor is also planning a career fair that will be held for students in Fall 2014.

While many students see the need and have an interest in enrolling in a postsecondary academic institution, there are many others that do not. It is the mission of the teaching staff, the counselors, and the administration to work closely with these students to ensure they meet the criteria and standards for completing their secondary education and earning their high school diploma.

The counselor meets a minimum of twice per school year with each student. Students with D's and F's are met with more frequently, and parents are contacted as well. When the students see that everyone is collaborating, they begin to feel more motivated to succeed. The counselor makes it her personal mission to ensure that these students begin vocational

exploration and encourages them to explore options at the local community college. As of the 2013-2014 school year, Mohave Community College is now a very active part of our campus.

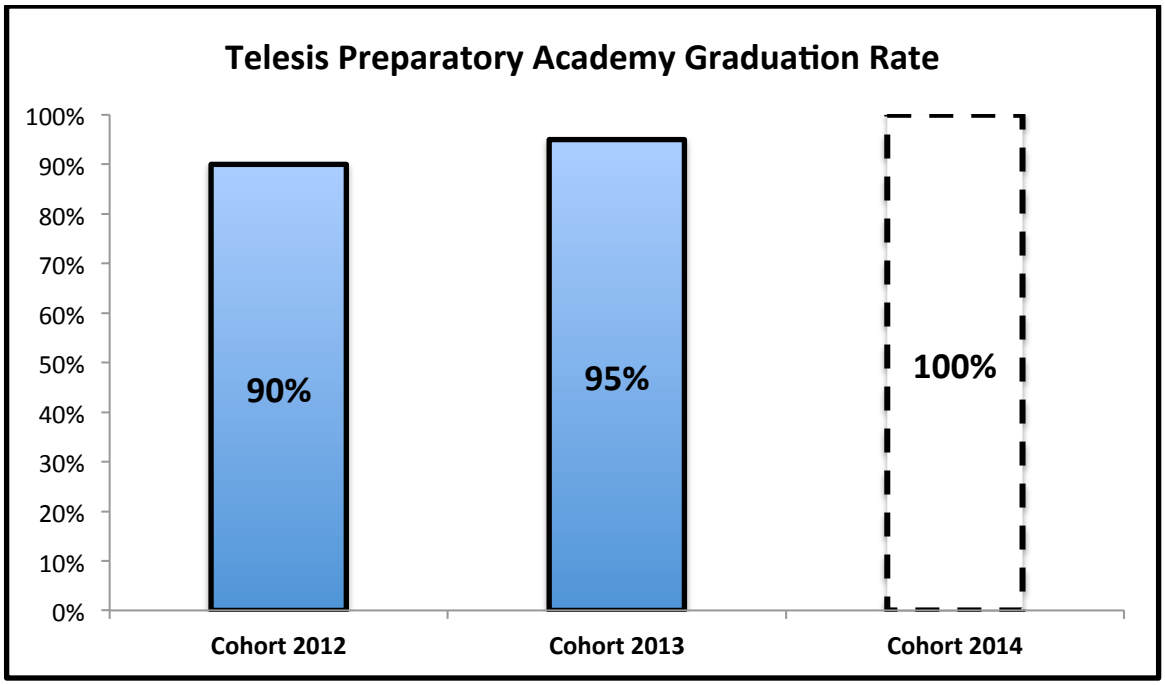

Chart 9: Graduation Rate 2012-2014

Since implementing our guidance program, the graduation rate has improved. Out of the 10 students who finished the school year as a member of the Class of 2012, nine successfully graduated with their high school diploma, earning us a graduation rate of 90%. In 2013, fourteen out of the 15 students graduated with a high school diploma, raising our graduation rate to 95%. The one student was awarded a certificate of completion from the school due to their inability to pass the AIMS exam.

Based on the performance growth of the 3 remaining members of Cohort 2015 on the AIMS exam, we are projecting a 100% graduation rate for our current senior class. This has become our goal for this year. To achieve this goal, our guidance counselor continues to work closely with all members of the senior class, especially those in danger of not graduating or completing their education successfully at Telesis Preparatory Academy, to ensure they receive their high school diploma and are prepared for life after graduation.