APPENDIX A

Demonstration of Sufficient Progress

1a. Student Median Growth Percentile (SGP)-Reading

Curriculum

Creation: Empower College Prep's reading curriculum was designed during the year prior to its opening by a team of Teach For America staff members. The School Director reviewed this curriculum in partnership with the founding teachers, who formatted the curriculum to explicitly link Empower College Prep's standards to Common Core standards. Considering its mission to serve students from low-income communities who typically are below grade-level by 4th and 5th grade, designing a curriculum for rapid growth was a priority. The resulting curriculum map included a pacing guide for the timing of each unit, a list of pre-requisite skills in each unit, and rigorous descriptions of mastery. Prior to each unit, teachers submit a unit assessment and plan to the School Director, who reviews them for alignment and the logical sequencing of objectives that will lead to mastery of all standards. Two days before teaching each lesson, teachers submit a lesson plan to the School Director, who reviews the plan and provides feedback regarding alignment, effective methods of instruction, and efficiency. In addition to novels and passages from Galileo, Empower College Prep has purchased additional instructional material. For academic vocabulary, the curriculum incorporates Flocabulary, which is a research-based program developed in 2004 that incorporates music to increase students' academic vocabulary. For fluency, the curriculum incorporates Reading A to Z, which is a reading program that includes leveled readers across 27 levels of difficulty, flash cards, and other resources that contribute to it being used in nearly half of the school districts in the country. For phonics, the curriculum incorporates SRA, which is a research-based phonics program used by multiple schools in Arizona and with which teachers in our school had familiarity. For additional reading practice at students' reading levels, the school purchased sets of leveled books from Scholastic and Accelerated Reader, which is a research-based program developed in 1984 and used to increase literacy in schools throughout the country.

Implementation: To implement this curriculum, Empower College Prep uses a daily two-hour block of teaching Common Core comprehension skills through novels and relevant non-fiction texts in a Read Aloud, Shared Reading, and Independent Reading format. The two-hour block also includes academic vocabulary. Additionally, scholars who need additional support in fluency are pulled out during the period for fluency support. Finally, scholars who need additional support in phonics receive one hour of phonics during the last block of the day, for a total of three hours of reading instruction. For comprehension, the teacher models the cognitive strategy involved in the Common Core standards during the Read-Aloud and Shared Reading using a grade-level passage. During Independent Reading, scholars practice the comprehension skills using texts at their various ability levels. Students also practice their comprehension skills in an authentic way through the Accelerated Reader program

Evaluation and Revision: As a team, we review data quarterly, revise the curriculum to include unmastered standards that need to be re-taught, and adjust the pacing guide to ensure sufficient time for students to master new standards. Between May 27 and June 7, our school's curriculum design team will review the results from our curriculum and analyze curricula from other high-performing schools after engaging in Excellent School Visits. Through this process, we will adapt our curriculum to increase student achievement outcomes.

Instruction

Empower College Prep uses its lesson plan cycle, informal observations, quarterly teacher evaluations, and formative and summative assessments to monitor the integration of the Arizona Academic Standards into Instruction. This cycle includes the submission and review of unit assessments, unit plans, and daily lesson plans and assessments. The School Director reviews the unit assessment and plan at the beginning of the unit. The unit assessments are created using the Galileo Common Core question

banks. The School Director reviews the assessments and ensures all standards from the curriculum map assigned to that unit are tested. The curriculum map was created by Teach For America staff and vetted to ensure it incorporated all standards before the school year began. Next, the School Director reviews the unit plan to ensure all items tested are taught in explicit daily objectives that are logically sequenced and placed on the calendar. Finally, the School Director reviews the daily lesson plans, which are due 2 days before being taught. The lesson plans cite the objective from that day and the standard to which it is aligned. This ensures the lesson is on pace with the unit plan and aligned to the state standards. The School Director also reviews the assessment in the lesson to ensure the lesson is aligned to the unit assessment. Finally, the School Director reviews the teacher and student actions in the lesson to ensure the instructional methods are most effective and efficient to achieve the stated objective. In addition to reviewing the lesson plans, the School Director also observes and gives verbal and written feedback in every class at least once every week. The School Director and teacher engage in on-going professional development during the daily common planning time that is based on these observations and the data from daily exit tickets, along with the data in the tracker from unit assessments given every 4-6 weeks and reviewed by the data review team that is comprised of all full-time teachers on our staff.

Assessment

Empower College Prep's performance measures are aligned to the goals defined in our Performance Management Plan, which include a Median Student Growth Percentile of 65 in Year 1. To gauge growth in reading, we use Accelerated Reader. To measure mastery of each skill in the curriculum map, Empower College Prep uses unit assessments given every 4-6 weeks that are aligned to the description of mastery in the curriculum map and drawn from the Galileo Common Core question bank. Our goal is to have a school-wide average of 80%. We also use quarterly Galileo blueprint benchmarks to predict performance on the AIMS test, and formative Entrance tickets to assess students' mastery and retention of the previous day's objective that they practiced on their homework. Teachers use Powerschool to track student achievement data from the unit assessments, which they use to determine which standards to re-teach and re-assess, and then update their data to reflect each student's current level of mastery. During daily common planning times, teachers reflect on the data from the Daily Entrance tickets to adjust course for the following day. During quarterly "Academic Step-backs," our school prioritizes high-level gaps and develops strategic plans to address them. After our first step-back, we transitioned from 80-minute blocks to 2-hour blocks to allow more time for differentiation in small groups, and more time for phonics pull-out during the Science/Social Studies block. After the second Academic Step-back, we began offering Saturday School for scholars who needed the additional support. Finally, the school has recently purchased NWEA assessment licenses to more accurately measure growth and areas for strategic development, which we will begin giving to scholars below grade level this spring and to all scholars next year during enrollment.

Professional Development

To support professional development, Empower College Prep uses a rubric that is very similar to Teach For America's Teaching As Leadership rubric and is aligned to national standards, as approved by the State Board of Education. Additionally, teachers have common planning time each day to analyze data and reflect on their actions. Each quarter, teachers engage in a formal reflection of their practice, are observed by the School Director, and participate in the development of a personalized plan for their professional development. The plan focused on developing the teacher actions that most directly increase the achievement of the students in the group that the teacher and School Director determine are the highest priority gap. As part of her plan after the first quarter, our literacy teacher conducted a site visit to a literacy-focused KIPP school in Mississippi, after which she led our school to increase the time we provide literacy to our students in greatest need from two hours to three hours.

Explanation of Tables/Charts/Graphs

The table below shows the reading growth of our students as measured by the Accelerated Reader program. Altogether, our scholars have read nearly 2500 books this year, which is about 30 books per scholar. The table below shows the growth of each scholar who fits the state's qualification for being counted in the median growth percentile (i.e. full-academic year children who had data from the previous year). This data shows that in the six month period from September-March, scholars have grown .74 grades, putting the school within reach of the highest goal set by Teach For America for its upper elementary teachers of 1.5 years of growth in a full academic year.

In addition to this individual data, the collective average of all students on all reading standards from unit assessments is currently 78%, well within reach of our goal of 80%.

Student	Beginning of Year	Current
Student 1	2.3	3.5
Student 2	5.3	5
Student 3	0	1.8
Student 4	2.7	3.4
Student 5	5.4	5.2
Student 6	3.2	4.5
Student 7	1.5	3.4
Student 8	0	2.8
Student 9	4	4.6
Student 10	2.8	2.7
Student 11	2.6	3.5
Student 12	2.8	3.4
Student 13	2.5	2.5
Student 14	3.8	4.5
Student 15	2.5	3.3
Student 16	2.4	2.9
Student 17	3.6	3.2
Student 18	2.4	3.9
Student 19	2.5	4.8
Student 20	1.7	2.8
Student 21	3.4	4.1
Student 22	3.4	3.3
Student 23	5.1	4.6
Student 24	3.3	5.2
Student 25	3.1	4
Student 26	3.3	5.6
Student 27	5	5.5
Student 28	3.1	3.1
Student 29	2.7	3.5

Student	Beginning of Year	Current
Student 30	3.3	4.2
Student 31	2.1	2.8
Student 32	2.5	3.6
Student 33	3.1	4.5
Student 34	5.3	4.3
Student 35	5.1	4.6
Student 36	4.7	5.8
Student 37	3.5	3.7
Student 38	4.9	4.4
Student 39	4.9	4.3
Student 40	3.3	4.9
Student 41	3.2	3.6
Student 42	1.2	3.1
Student 43	4.9	4.8
Student 44	3.5	3.3
Student 45	5	5.5
Student 46	5.2	5.2
Student 47	2.5	4.6
Student 48	4	4.6
Student 49	5.3	5.5
Student 50	4.1	4.9
Student 51	5.3	4.3
Student 52	4.8	6.8
Student 53	3.9	5.7
Student 54	4.3	5.4
Student 55	2.8	3.5
Student 56	4.9	6.2
Average	3.464	4.191

Mastery of standards-Unit Tests	Goal: 80%	Current: 78%

1a. Student Median Growth Percentile (SGP)-Math

Curriculum

Creation: Empower College Prep's math curriculum was devised by a team of Teach For America alumni during the year prior to the school opening. The team began by accessing the standards from states that performed highest on the National Assessment of Education Progress, specifically Massachusetts and Vermont. The School Director and math teacher vetted the curriculum map to ensure all Common Core and AIMS standards were included. The resulting curriculum map included a pacing guide for the timing of each unit and rigorous descriptions of mastery. Prior to each unit, teachers submit a unit assessment and plan to the School Director, who reviews them for alignment and the logical sequencing of objectives. Although the conceptual focus found in curricula like Investigations is a part of our school's approach, our teachers design their own lessons with a conceptual framework, key points, and scaffolded practice problems. Two days before teaching each lesson, teachers submit a lesson plan to the School Director, who reviews the plan and provides feedback regarding alignment, effective methods of instruction, and efficiency. As a result of the gap in math fluency, the school has purchased a supplemental curriculum called Rocket Math, which is a research-based program in which students learn math facts and their factor families, with the goal being automacity.

Implementation: The curriculum is taught during a daily two-hour block, which includes a spiraled review of previously learned material, practice setting up and solving word problems, modeling and student practice of math skills in a traditional "I Do, We Do, You Do" format, application of the math skills to new word problems, and practice with math fluency.

Evaluation and Revision: As a team, we review data quarterly, revise the curriculum to include unmastered standards that need to be re-taught, and adjust the pacing guide to ensure sufficient time for students to master new standards. Between May 27 and June 7, our school's curriculum design team will review the results from the curriculum we have used, review the curriculum that other high-performing charter schools use after engaging in Excellent School Visits, and finally adapt our curriculum to increase student achievement outcomes next year.

Instruction

Empower College Prep uses its lesson plan cycle, informal observations, quarterly teacher evaluations, and formative and summative assessments to monitor the integration of the Arizona Academic Standards into Instruction. This cycle includes the submission and review of unit assessments, unit plans, and daily lesson plans and assessments. The School Director reviews the unit assessment and plan at the beginning of the unit. The unit assessments are created using the Galileo Common Core question banks. The School Director reviews the assessments and ensures all standards from the curriculum map assigned to that unit are tested. Next, the School Director reviews the unit plan to ensure all items tested are taught in explicit daily objectives that are logically sequenced and placed on the calendar. Finally, the School Director reviews the daily lesson plans, which cite the objective from that day and the standard to which it is aligned. This ensures the lesson is on pace with the unit plan and aligned to the state standards. The School Director also reviews the assessment in the lesson to ensure the lesson is aligned to the unit assessment. Finally, the School Director reviews the teacher and student actions in the lesson to ensure the instructional methods are most effective and efficient to achieve the stated objective. In addition to reviewing the lesson plans, the School Director also observes and gives verbal and written feedback in every class at least once every week. The School Director and teacher engage in on-going professional development during the daily common planning time that is based on these observations and the data from daily exit tickets, along with the data in the tracker from unit

assessments given every 4-6 weeks. Each quarter, teachers engage in a formal teacher evaluation to reflect on and improve their practice. Teachers are observed by the School Director and participate in the development of a personalized plan for their professional development that is rooted in student achievement and the teacher actions that will most directly increase the achievement of the students in the group that the teacher and School Director determine are the highest priority gap.

Assessment

Empower College Prep's performance measures are aligned to the goals defined in our Performance Management Plan, which include a Median Student Growth Percentile of 65 in Year 1 and 75 in Year 2. Since we do not have an assessment to measure growth in Math like Accelerated Reader in Reading, we rely on the Galileo blueprint benchmarks to show growth from one assessment to the next. We also track data in PowerSchool from unit assessments given every 4-6 weeks to show mastery of the standards in the curriculum map. To ensure alignment of the curriculum's assessments with both this year's AIMS assessment and future PARCC assessments, the math teacher has accessed Buckle Down, AIMS sample assessments, and the Galileo Common Core question bank.

Our school reflects on data quarterly. At the beginning of the year, we used our diagnostic data to track by Reading classes, but did not track by Math ability due to only having enough students for one section of each class. This resulted in instruction that was more consistently at each child's zone of proximal development in Reading than in Math, and therefore more growth in Reading than in Math. After reflecting on this data, we hired an additional Math teacher in the 5th grade where the greatest range of abilities existed. This resulted in significant increases in the 5th grade data. We plan to use a similar approach of more strategic grouping with our 4th graders for the remainder of this year, and track by both reading and math when we have two sections of each class next year.

In addition to adjusting the schedule, teachers also use this data to identify standards to re-teach and review in later lessons. Then, scholars re-test on these standards, and the teacher updates the tracker to reflect the scholar's current level of academic achievement. Finally, the school has recently purchased NWEA assessment licenses to more accurately measure growth and areas for strategic development, which we will begin giving to scholars below grade level this spring and to all scholars next year during enrollment.

Professional Development

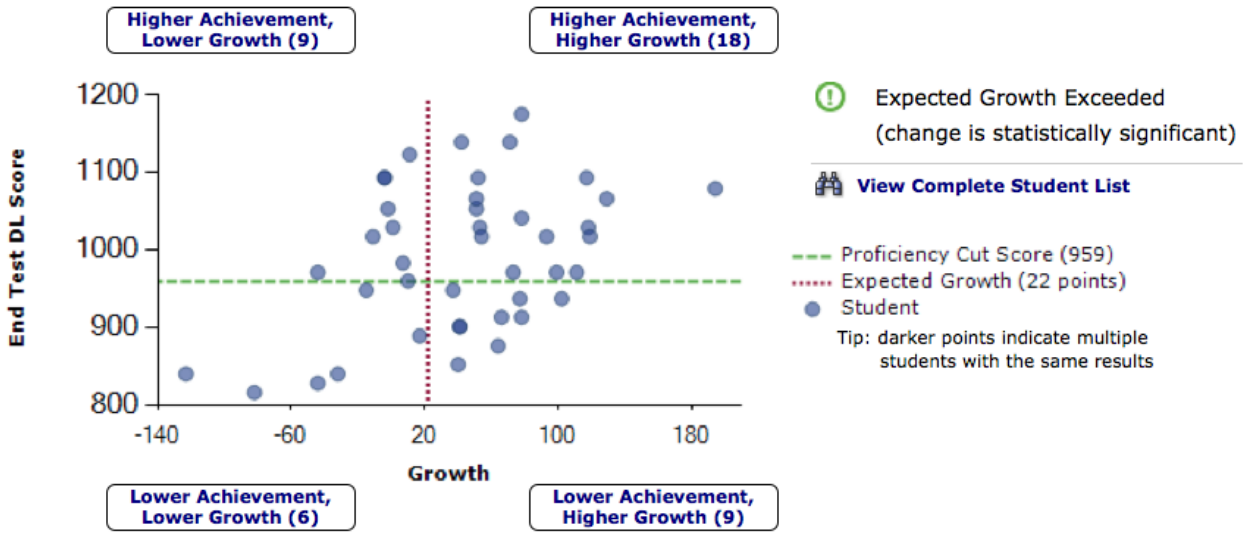
To support professional development, Empower College Prep uses a rubric that is very similar to Teach For America's Teaching As Leadership rubric and is aligned to national standards, as approved by the State Board of Education. Additionally, teachers have common planning time each day to analyze data and reflect on their actions. Each quarter, teachers engage in a formal reflection of their practice, are observed by the School Director, and participate in the development of a personalized plan for their professional development that is rooted in student achievement and the teacher actions that will most directly increase the achievement of the students in the group that the teacher and School Director determine are the highest priority gap. In Math, our teacher was highly effective in planning, and reflected that students were needing more time to build conceptual understanding than was scheduled in the pacing guide. Our teacher needed development in pacing at the daily level. We provided professional development to increase efficiency in the execution of her plans, including feedback in the lesson plan, feedback on lessons that were observed or taped, and modeling lessons. We also adjusted the school day to allow more time in each class so that students had the time to build strong conceptual understanding. This development has contributed to remarkable growth, nearly twice the amount typically expected according to the Galileo blueprint benchmarks.

Explanation of Tables/Charts/Graphs

The table and graph below show the math growth of our students as measured by the Galileo blueprint benchmarks in December and in March. These benchmarks are designed to mirror and predict performance on AIMS, regardless of which standards have been taught to that point in the year. Galileo considers a growth of 22-25 points to be typical during this period. On average, our students grew 39 points during this time. The 5th Grade math group demonstrated the strongest growth. The collective average of all students on unit assessments is 73%, which is within reach of our end-of-year goal of 80%.

Student	December Galileo Scale Score	March Galileo Scale Score	**Student**	December Galileo Scale Score	March Galileo Scale Score			
Student 1	786	869	Student 19	969	1071	Student 37	812	876
Student 2	786	845	Student 20	997	987	Student 38	872	840
Student 3	969	972	Student 21	917	907	Student 39	963	840
Student 4	800	845	Student 22	1015	971	Student 40	911	948
Student 5	1012	1052	Student 23	872	889	Student 41	1015	1066
Student 6	956	1071	Student 24	924	1017	Student 42	976	1029
Student 7	904	972	Student 25	898	971	Student 43	950	960
Student 8	760	845	Student 26	1068	1139	Student 44	976	1093
Student 9	839	907	Student 27	898	816	Student 45	835	913
Student 10	839	945	Student 28	860	901	Student 46	1028	1029
Student 11	747	795	Student 29	860	971	Student 47	1055	1053
Student 12	1060	1018	Student 30	872	971	Student 48	1028	1017
Student 13	710	732	Student 31	885	1079	Student 49	898	1017
Student 14	1012	1034	Student 32	963	1041	Student 50	1097	1093
Student 15	786	757	Student 33	911	1029	Student 51	976	983
Student 16	943	907	Student 34	1097	1093	Student 52	1097	1175
Student 17	No Data	No Data	Student 35	1041	1093	Student 53	872	828
Student 18	930	919	Student 36	937	1066	Student 54	1112	1123
	All Students December	All Students March						
Average	930	969						

Graph of 5th Grade Math
Galileo Data



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

Curriculum

Creation: In the Spring of 2010, Empower College Prep's curriculum design team accepted the responsibility of creating a curriculum that would ensure students entering 5th grade two years or more below grade level would be prepared for AP courses when entering high school. During this process, a teacher who was designing the Reading curriculum argued that even with the intended 1.5-2 years of annual growth, an additional year was needed for some students to ensure they are on track for college. Consequently, Empower College Prep opened this year with 4th grade as its lowest year. The Reading curriculum included a curriculum map with Common Core standards grouped into units with a description of mastery and suggested texts, along with a pacing guide for each unit. It also included the complimentary standards from lower grades and the previous Arizona standards as pre-requisite skills in each unit. Significant time for phonics was included during the first quarter. A research-based phonics curriculum, SRA, was purchased for students who needed additional phonics support throughout the year.

Implementation: During the month before school began, the Reading teacher reviewed the standards, attended additional Common Core training, and visited her students' houses. Using all of this information, she chose the novels and texts through which to teach these standards that would be relevant to her students. She developed unit assessments aligned to the description of mastery and drawing from the Galileo Common Core question bank. She developed the unit plan for daily objectives that lead to mastery of the standards on the daily formative and unit assessments. To date, the curriculum is being faithfully implemented so that students in the lowest 25% in Reading receive 3 hours of reading instruction each day, including phonics (1 hour), vocabulary (20 minutes), fluency (20 minutes), seeing a model of effective Reading (20 minutes), engaging in practice of the targeted comprehension skill with the support of two teachers in the room and differentiated texts (40 minutes), and independent reading of their Accelerated Reader book at their ability level (20 minutes).

Evaluation and Revision: In addition to reviewing formative data daily, Empower College Prep's Reading teacher and School Director review data at the end of each unit to consider potential gaps in the curriculum. A committee of teachers from multiple grades and multiple schools will engage in a deeper review of our curriculum in comparison to others between May 27th and June 7th. Already, we anticipate seeking more thematic approaches that blend non-fiction and fiction to provide the relevance and interest for non-fiction standards that have more frequently been present in our fiction units this year.

Instruction

To monitor the integration of Arizona standards into instruction, the School Director reviewed the curriculum maps and pacing guides to ensure all standards were included and the description of mastery was sufficiently rigorous. The School Director also reviews the unit assessment for alignment, which are mostly developed from the Galileo Common Core question banks. For students who are in the bottom 25%, passages from lower grades are used, but the rigor of the questions remains the same. The School Director also reviews the execution of the fluency practice and tracking to ensure effective practice and accurate tracking for students in this sub-group. Finally, teachers submit lesson plans 48 hours before teaching them to allow time for the School Director to provide feedback and development related to alignment, effectiveness of methods, and efficiency.

To evaluate the instructional practices of the teachers, the School Director conducts informal observations of every teacher at least once each week and checks for understanding with at least one student from the bottom 25%. The School Director provides feedback to contribute to teachers' ongoing development, and also uses this context to create strategic professional development plans for each teacher during their quarterly formal evaluations. These evaluations begin with teachers prioritizing a group of students on whom to focus based on achievement data, which are often students in the lowest 25%. Then, the teacher considers the teacher actions that, if developed, would have the greatest impact on these students' actions and achievement. This results in the teacher's professional development plan. During the first quarter, our Reading teacher prioritized developing her leadership and influence to lead others on staff in support of literacy, which resulted in a school-wide campaign to read 2,000 books in five months and more strategic support for students in the lowest 25% of Reading throughout the day.

Assessment

Students in the lowest 25% of Reading are assessed for progress in phonics, fluency, and comprehension. The expectation is that students master one SRA lesson each day and score 100% on the Mastery Tests, grow 2 grade levels in fluency based on Reading A-Z passages, and master comprehension skills of grade-level standards using passages at their ability level. Additionally, we expect every student in our bottom 25% to be in the 65th percentile for growth and to score Meets on the state AIMS test by Year 2 at our school. Data from our benchmark exams and the sources above were used to decide to increase the amount of time on phonics and remedial skills during the second quarter, and to increase the amount of time on comprehension and grade-level skills during the third quarter. Already, 100% of the students who entered 4th grade Falls Far Below in Reading on the 3rd Grade AIMS have moved to Approaches on the 4th grade Galileo benchmark.

Professional Development

As stated above, Empower College Prep embraces a culture of on-going collaboration and professional development. Additionally, teachers participate in quarterly observations. These observations begin with an analysis of progress and gaps in student achievement data. Then, the teacher and School Director analyze the student actions that contribute to these outcomes, and the strengths and gaps in teacher proficiencies that contribute to these student actions, based on the Empower College Prep Teaching As Leadership rubric. This culminates in a professional development plan for each teacher. After her first-quarter observation, our Reading teacher participated in a site visit at a literacy-focused KIPP school. Upon her return, she led our school to adjust its daily schedule to allow for an additional forty minutes of literacy each day.

Explanation of Tables/Charts/Graphs

The tables below show:

1) Comprehension: Table 1 shows Scores on last year's AIMS tests in comparison to this year's AIMS-predictive Galileo blueprint benchmarks for the lowest 25% of full-academic year students who have data from the previous year. Of these 16 scholars, 11 moved up a level by our Spring benchmarks, including 100% of 4th graders who were Falls Far Below on their 3rd Grade AIMS test.
2) Phonics: Table 2 shows results on Mastery Tests in the SRA curriculum for the 14 full-academic year students who demonstrated a need for phonics intervention in our diagnostic at the beginning of the year. (Two of the scholars in our lowest 25% group did not demonstrate a need for phonics intervention.) Currently, there is a 93% pass rate on the Mastery Tests. The one student who is not mastering the tests is consistently mastering the phonemic awareness portions, which she was not at the beginning of the year. She is not yet passing the word reading portions.
3) Fluency: Table 3 shows the average growth for lowest 25% of our full-academic year students in Reading fluency, using Reading A-Z.

Table 1

	2012 AIMS	Galileo			2012 AIMS	Galileo
Student 1	FFB	A		Student 9	A	M
Student 2	FFB	A		Student 10	A	A
Student 3	FFB	A		Student 11	A	M
Student 4	A	A		Student 12	A	M
Student 5	A	A		Student 13	A	M
Student 6	FFB	FFB		Student 14	A	M
Student 7	A	A		Student 15	A	M
Student 8	FFB	A		Student 16	A	M

Table 2

	MT1	MT2	MT3	MT4	MT5	MT6	MT7	MT8	MT9	MT10	MT11	MT12	MT13	MT14
Student1	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail
Student2	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student3	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student4	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student5	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student6	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student7	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student8	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student9	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student10	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student11	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student12	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student13	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student14	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student15	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student16	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 3

Average Fluency Level - Beginning of Year	Average Fluency Level – Current	Growth
F (approximately Grade 1.3)	P (approximately Grade 2.8)	1.5 years, on track for 2 years of growth by end of year

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

Curriculum

Creation: Empower College Prep's math curriculum was designed from looking at multiple math curricula throughout the country, and then developing a curriculum map with standards to be mastered in each unit, a pacing guide, a description of mastery, and a column specifying the alignment to Common Core standards. Number sense, conceptual understanding, and problem-solving are emphasized throughout the curriculum. This has required the addition of multiple math manipulatives (i.e. fraction blocks, base ten blocks, etc.) The Math teacher has developed the unit assessments that align to the description of mastery and are created from the Galileo Common Core question bank. The teacher designs a significant portion of the key points, cognitive strategy, and practice problems to ensure they are properly scaffolded, and also draws from the Teach For America Toolkit website. To close the math fluency gap of students in the bottom 25%, Empower College Prep has adopted Rocket Math as part of its curriculum.

Implementation: During the first week of school, our Math teacher administered a diagnostic assessment of her students. She found the gap in number sense and conceptual understanding was significantly greater than anticipated in our curriculum. This led to spending a greater amount of time on rounding, decomposing numbers, and other number sense standards in the first unit, which delayed progress through the standards in the first semester. She has analyzed the crosswalk and continued to administer more detailed diagnostics throughout the year to inform her instruction and efficiently maximize growth among our students while preventing gaps as our state transitions into Common Core standards. Daily, students receive two hours of math instruction, which consists of spiraled review (20 minutes), problem-solving (20 minutes), math fluency (10 minutes), an introduction to new material (20 minutes), guided practice (30 minutes), and independent practice (20 minutes). Students in the bottom 25% receive additional support during the guided and independent practice from a second certified teacher in the room who has more than 10 years of experience.

Evaluation and revision: In addition to reviewing formative data daily, Empower College Prep's Math teacher and School Director review data at the end of each unit to consider potential gaps in the curriculum. A committee of teachers from multiple grades and multiple schools will engage in a deeper review of our curriculum in comparison to others between May 27th and June 7th. Already, we anticipate combining and re-ordering certain units in the first quarter to facilitate the development of more foundational conceptual understanding from the beginning of the year.

Instruction

As stated previously, teachers derive their unit assessments from the Galileo Common Core question bank, and the School Director reviews these to ensure all standards are covered as intended in the curriculum map and pacing guide that were developed and reviewed before school began. Lesson plans are then submitted 48 hours before instruction to allow time for the School Director to review the plans and provide feedback related to alignment, effective instructional methods, and efficiency. Relevant to the students in this lower 25%, this lesson plan cycle allows time for the School Director, lead math teacher, and supporting math teacher to discuss opportunities to check for understanding, predict and pre-empt pitfalls, and schedule time to review remedial skills at times that do not prevent exposure to new material.

To evaluate the instructional practices of the teachers, the School Director conducts informal observations of every teacher at least once each week and checks for understanding with students from the bottom 25%. The School Director provides feedback to contribute to teachers' ongoing development, and also uses this context to create strategic professional development plans for each teacher during their quarterly formal evaluations. These evaluations begin with teachers prioritizing a group of students on whom to focus based on achievement data, which are often students in the lowest 25%. Then, the teacher considers the teacher actions that, if developed, would have the greatest impact on these students' actions and achievement. This results in the teacher's professional development plan. During the first semester, our Math teacher prioritized pacing in her lessons to provide more efficient instruction and increased attentiveness and time on task for her students.

After our January Academic Step-back in which our teachers reviewed data, we made another instructional adjustment. To provide the necessary differentiation and small-group practice in math, we hired an additional math teacher and now have no more than 19 students in a math class. These instructional decisions have led to substantial growth for our lowest 25% of math students, including 12 of the 24 students who entered our school Falls Far Below or Approaches moving up a level by March to Approaches or Meets.

Assessment

We expect every student in our bottom 25% to score Meets or Exceeds on the state test by the second year in our school. We also expect each of our lowest 25% of students to be in the 65th percentile for growth in Year 1. We give quarterly Galileo blueprint benchmarks to the students in our lowest 25% to predict students' level of proficiency on the AIMS test. Students in the lowest 25% are also assessed through unit assessments on their progress in the Common Core standards, just like their higher-performing peers. This is accomplished with a combination of multiple choice questions derived from the Galileo Common Core question bank in combination with short answer questions on each exam. Additionally, these students receive additional instruction and weekly assessments in Saturday School on math fluency, Geometry (whish is a group of standards that these students are expected to need additional time than that allotted for their higher-performing peers), and a spiraled review of all material. The data from these assessments is tracked in PowerSchool. The goal for the students in our lowest 25% is to average at least 60% on these assessments. To better monitor progress toward our growth goal, we have purchased and begun administering the NWEA MAP assessment.

As stated previously, teachers track and review data from these assessments weekly, and our school reflects on data quarterly. These data reviews contributed to the instructional decisions of extending the math block from 80 minutes to two hours, and then adding a math section. This was especially critical to provide the small-group, differentiated instruction and support that the students in our lowest 25% needed. This has led to half of the students in our lowest-performing math group to already be re-classified up a level in math (i.e. Falls Far Below to Approaches), and others have made substantial progress to potentially be re-classified by the time of the AIMS test.

Professional Development

As stated above, Empower College Prep embraces a culture of on-going collaboration and professional development. Additionally, teachers participate in quarterly observations. Recently, our Math teacher has leveraged her planning strengths to provide strong plans that facilitate effective instruction of math data-analysis standards in science class. This allows more time for the necessary review of number sense and coverage of Geometry standards during Math class for the students in our lowest 25% who are in greatest need of additional time to learn, practice, master, and retain the math concepts.

Explanation of Tables/Charts/Graphs

The tables below show the performance of students who fit the definition of being in the bottom 25% (i.e. full-academic year students who are not retained and have data from the previous year).

The first table shows scores on last year's AIMS test in comparison to this year's AIMS-predictive Galileo blueprint benchmarks. Of these 16 scholars, 9 moved up a level by our Spring benchmarks, including 2/3 of 4th graders who were Falls Far Below on their 3rd Grade AIMS test. One student decreased from Approaches to Falls Far Below. In response, our school has engaged in home visits, behavior intervention, and additional tutoring. His progress from Benchmark 1 to Benchmark 2 was 22 points, which is consistent with Galileo's expected growth between these two benchmarks.

	2012 AIMS	Galileo			2012 AIMS	Galileo
Student 1	FFB	FFB		Student 9	FFB	A
Student 2	FFB	A		Student 10	FFB	A
Student 3	FFB	A		Student 11	FFB	A
Student 4	A	A		Student 12	FFB	FFB
Student 5	A	A		Student 13	A	A
Student 6	A	FFB		Student 14	A	M
Student 7	FFB	A		Student 15	A	A
Student 8	FFB	M		Student 16	A	M

The second table shows these students' performance on unit assessments taken every 4-6 weeks to demonstrate mastery of Common Core objectives. The goal for our students who are in the bottom 25% is a 60% average, which is the requirement to promote to the next grade level. Below is the average of the 16 students who comprise the lowest 25% of students in math at our school. Of these 16 students, 11 are at or above the 60% requirement to promote. Student 16 is in the process of being evaluated for special needs.

Student	Average on Unit Assessments
Student 1	63%
Student 2	49%
Student 3	65%
Student 4	60%
Student 5	30%
Student 6	41%
Student 7	51%
Student 8	69%
Student 9	79%
Student 10	60%
Student 11	71%
Student 12	85%
Student 13	77%
Student 14	75%
Student 15	70%
Student 16	29%
Overall average	62.3%

2a: Percent Passing-Reading

Curriculum

Creation: The process of creating the Reading curriculum was described above in Sections 1.a and 1.b. After the Curriculum Design team developed the curriculum map, pacing guide, and description of mastery to ensure mastery of the Common Core standards throughout the year, the Reading teacher developed the unit assessments, unit plans, daily lesson plans and assessments, and the materials she would use to lead her students to pass the state test. The supplemental reading programs our school uses are DRA for diagnosing reading ability, SRA for phonics, Reading A-Z for fluency, Flocabulary for academic vocabulary, and Acclerated Reader to provide spiraled practice of comprehension skills during independent reading with books at students' diverse levels. Our reading classes also use class sets of novels to learn and practice the fiction standards, and sets of leveled books from Scholastic for additional reading practice at students' diverse reading levels.

Throughout this process, an emphasis was placed on relevance. Therefore, the Reading teacher met with each of the other teachers before the school year began to integrate the curriculum around a common theme. She then ordered a class set of books around this theme to use during the Read Aloud and Shared Reading portion of the class periods. One unit was themed around food, and the book chosen was *James and the Giant Peach*. Relevance within each subject is also a priority, which contributed to a Poetry exposition this past Fall.

Implementation: The implementation of the Reading curriculum was described above in Sections 1.a and 1.b. An emphasis to ensure our students pass the state test is practice. To provide this practice, students engage in two hours of literacy instruction each day that includes seeing a model of the grade level-reading by their teacher demonstrating the Common Core standards, as well as extensive practice with texts at their ability level. Our school begins every day with silent reading time, which has led our 71 scholars to have read over 2000 books so far this year. Homework is assigned nightly, and students are required to complete unfinished homework during lunch, clubs, or after-school detention.

Evaluation and Revision: The evaluation and revision of the reading curriculum was described in Sections 1.a and 1.b. One revision we have made is in the addition of more supplemental materials for independent reading. After one of our data reviews, we noticed students at the second grade-level were growing less quickly than their peers. Since we seek to have students grow 1.5 to 2 academic years, 4th graders at the 2nd grade level are expected to be in our percent passing group by the end of Year 1. To ensure this occurs, we added more 2nd grade level books to our school library. In March, 69% of students passed the Galileo benchmark, putting us well within reach of our 70% goal in our charter's performance management plan for Year 1.

Instruction

The Reading instruction was described above in Section 1.a and 1.b. The School Director reviewed the curriculum maps, pacing guides, and description of mastery before the school year began to ensure a logical, strategic plan was in place to lead students to master the Common Core standards. Throughout the year, the School Director reviews the unit assessments and plans created to ensure alignment in the unit assessments with the description of mastery, and to ensure that daily objectives are logically sequenced to lead to mastery. Finally, the Reading teacher provides lesson plans 48 hours before teaching the lesson and receives feedback to ensure alignment, effective instructional methods, and

efficiency. Additionally, the School Director observes each Reading class at least once per week and provides feedback, and conducts a formal observation each quarter with the teacher.

A high priority for instruction is to maximize practice time at each student's zone of proximal development. During the data review and formal observation at the end of the first quarter, there was a concern that some students were not getting enough practice with pre-requisite skills. To address this, a teacher began pulling out these students to focus more on these pre-requisite skills. Although we saw progress with about 64% of our students on track to pass the state test according to the Galileo benchmark in December, this was 6% away from our goal. In response, we began a Saturday School program and shifted back to an inclusion model instead of pulling out students, which has resulted in a 5% increase in the pass rate between December and March. To provide the desired amount of practice at each student's zone of proximal development, we also have extended each block from 80 minutes to 2 hours and purchased more leveled readers, which has led to students having longer time to practice at their reading level with the teacher circulating to check for understanding and maximize student learning.

Assessment

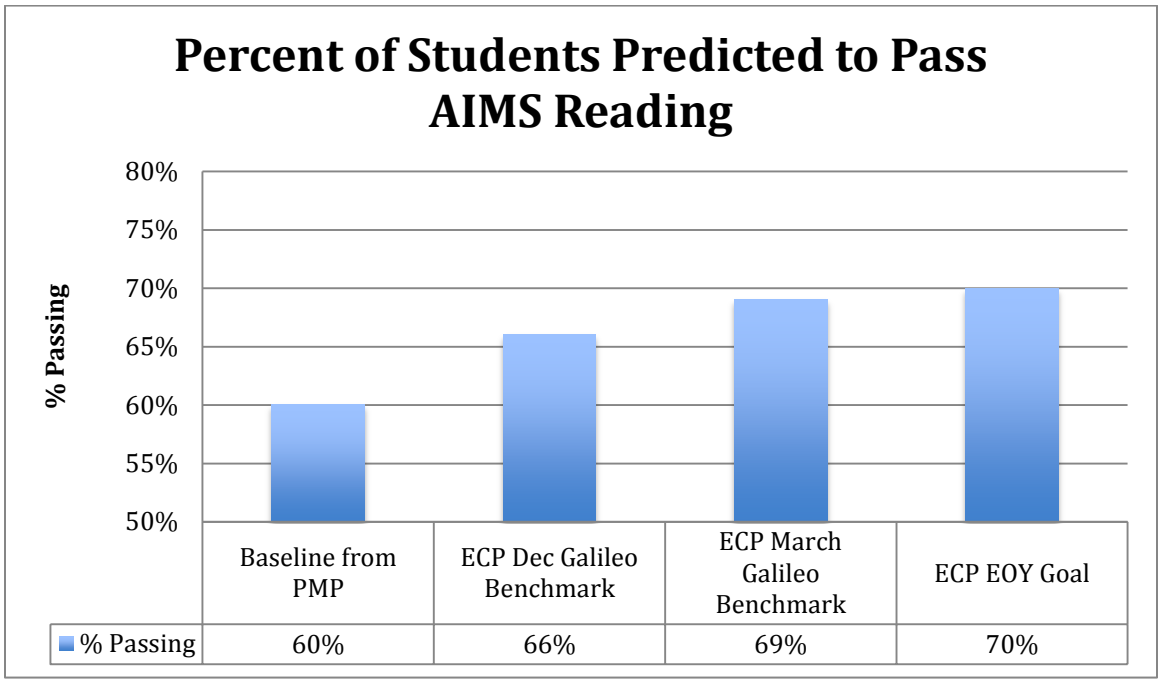
Empower College Prep's measure for performance in Year 1 is for 70% of students to score Meets or Exceeds in Reading. Students take quarterly Galileo blueprint benchmarks to predict their performance on the state AIMS test. Additionally, Empower College Prep uses formative data to assess progress toward these goals. The assessments Empower College Prep uses for Reading were described above in Section 1.a and 1.b. Students take unit assessments drawn from the Galileo Common Core question banks. Our school goal is to have a class average of 80% on the on-going Common Core assessments. Currently, our average is 78%, putting us within reach of our end-of-year goal. Reflecting on this data has revealed two things that lead us to change our instruction. First, our students are much stronger in fiction than in non-fiction, which leads us to re-teach and re-assess to build student mastery in this area. Secondly, the non-fiction instruction was based more on isolated passages than on a topic or theme, which we believe contributed to the lower mastery than on fiction texts, which were taught through novels. Therefore, we have purchased textbooks and are developing plans to integrate themes from social studies and science into the Reading classroom, much like we did at the beginning of the year with our fiction texts.

Professional Development

The professional development that Empower College Prep uses to increase student achievement was described in Section 1.a and 1.b. Teachers have common planning each day to reflect on their practice and collaborate to provide strategic support to close prioritized gaps in student achievement. Additionally, teachers engage in a quarterly formal observation to reflect on their practice and make improvement plans. This process involves using student achievement data to identify progress and gaps in student achievement and prioritize a gap to close, analyzing student actions that contributed to the progress and gaps, and then determining the teacher actions that were aligned to these student actions. From this reflection, the teacher and School Director develop an improvement plan to develop the teacher's proficiency in those actions most aligned to improving the student actions and increasing student achievement. Previously, our Reading teacher focused on developing her leadership skills to increase the reading of students school-wide. More recently, she is leveraging her strengths in Introducing New Material and developing key points to support reading instruction in Science and Social Studies classes, thus increasing the practice these students have in reading. Additionally, she is focusing on her proficiency in facilitating student practice in her own classroom.

Explanation of Tables/Charts/Graphs

The table below shows Empower College Prep's progress toward the goal stated in the charter that was approved in January of 2012. Based on data from the Galileo blueprint benchmark, which is designed to mirror the AIMS and predict student performance on it, Empower College Prep has surpassed the baseline by 9%, has grown 3% in the past three months, and is 1% away from accomplishing its Year 1 goal of 70% of students scoring Meets or Exceeds on the AIMS test. This data is even more remarkable when compared with surrounding schools and when analyzing our student population, which is addressed in the following sections.



The following table is the collective data from all students and all standards on our Common Core unit assessments, as tracked in PowerSchool.

Mastery of standards-Unit Tests	Goal: 80%	Current: 78%

2a: Percent Passing-Math

Curriculum

Creation: The process of creating the Math curriculum was described above in Sections 1.a and 1.b. The curriculum design team reviewed standards from throughout the country to develop a curriculum map for Empower College Prep, which was then aligned to the Common Core standards and accompanied by a pacing guide and vision of mastery. The School Director reviewed these documents before the school year began. The Math teacher uses these to create and submit unit assessments, which are largely drawn from the Galileo Common Core question bank. The School Director reviews these and the unit plans to ensure the daily objectives logically scaffold up to lead to mastery on assessments aligned to the Common Core standards. To support with math fluency, our school has purchased Rocket Math. To support with conceptual understanding, our school has purchased multiple math manipulatives (i.e. base 10 number blocks, fraction pies, etc.). The cognitive strategy and sample problems are developed by the teacher to ensure proper scaffolding, with the support of Teach For America's web sites for instructional materials (i.e. Student Achievement Toolkit and Resource Exchange).

Implementation: The implementation of Empower College Prep's curriculum was described above in Sections 1.a and 1.b. Throughout the year, we have deeply analyzed the crosswalk and relied on multiple diagnostics to build the conceptual understanding that is critical for the Common Core standards and higher-level math, while also covering all of the gaps students have from the previous Arizona state standards. When reviewing data after the first Galileo benchmark, we identified the need to increase our pacing in order to accomplish these goals. To ensure students have sufficient practice with new skills and build their conceptual understanding, we extended our math blocks from 80 minutes to 2 hours and began a Saturday School program. To ensure students were practicing at their zone of proximal development, we increased the use of differentiated small groups, and hired an additional math teacher for 5th grade, where the ability level of students had the greatest range.

Evaluation and Revision: The process for evaluating and revising our Math curriculum was described above in Sections 1.a and 1.b. As previously stated, we are continuously reviewing data from unit assessments as well as Galileo benchmarks, and these analyses have had a significant effect on the pacing in our curriculum map. Between May 27 and June 7, we plan to review our curriculum alongside the curriculum of other high-performing charter schools, and we anticipate significant changes to our first quarter to build in more foundational number sense and conceptual understanding.

Instruction

Empower College Prep's Math instruction was described above in Sections 1.a and 1.b. The School Director reviewed the curriculum map, pacing guide, and description of mastery before the school year. Teachers submit unit assessments and plans that the School Director reviews for alignment and logical sequencing of objectives to lead to mastery. At least 48 hours before teaching the lesson, teachers submit lesson plans that the School Director reviews and gives feedback related to alignment, effective instructional methods, and efficiency. The School Director observes each class and provides feedback weekly, and engages with teachers in a formal observation quarterly. To guide these observations, teacher track data from unit assessments in Powerschool and from quarterly benchmarks in Galileo. This directs the School Director and teacher to focus on students at specific levels of achievement and adjust instruction to ensure maximum achievement of all students. These instructional methods have resulted in a 10% jump in the percent of students passing from our December to our March benchmarks.

Assessment

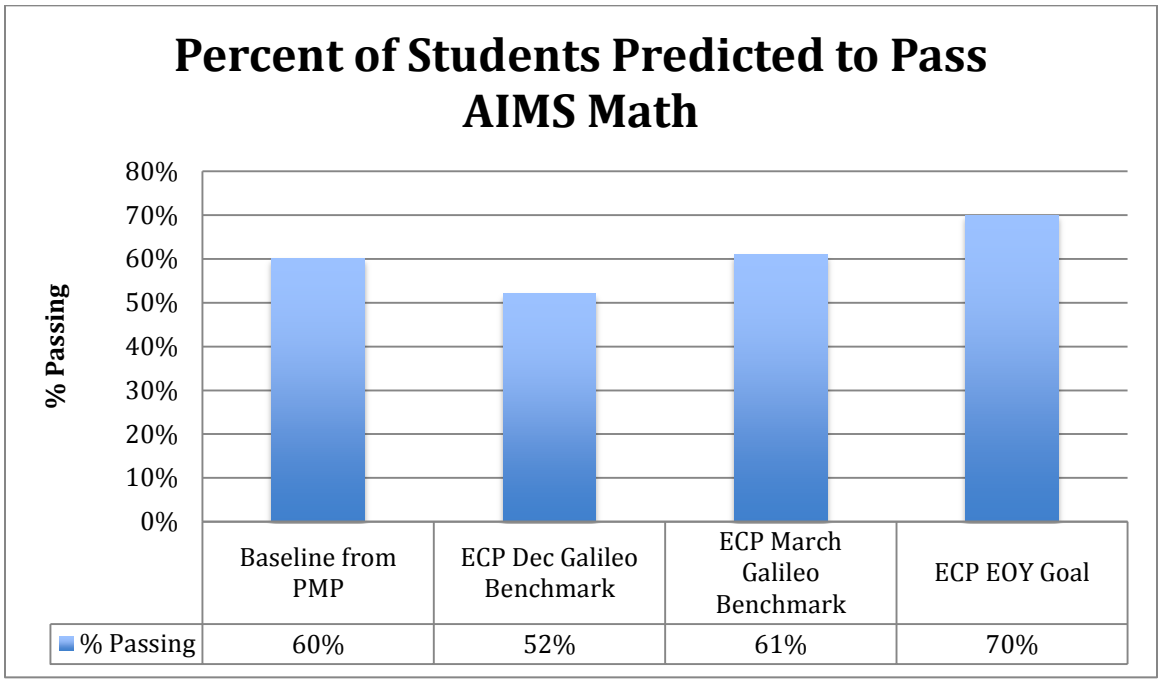
Empower College Prep's measure for performance in Year 1 is for 70% of students to score Meets or Exceeds in Math. Students take quarterly Galileo blueprint benchmarks to predict their performance on the state AIMS test. Additionally, Empower College Prep uses formative data to assess progress toward these goals. The assessments Empower College Prep uses for Reading were described above in Section 1.a and 1.b. Students take unit assessments drawn from the Galileo Common Core question banks. Our school goal is to have a class average of 80% on the on-going Common Core assessments. Currently, our average is 73%, putting us within reach of our end-of-year goal. Additionally, the teacher collects formative data from Entrance tickets each day that monitor proficiency on the previous day's objective, in addition to concepts that are spiraled throughout the year. Each quarter, the school engages in an Academic Step-back, in which we review this data to adjust our instruction. After the first quarter, we shifted from 80-minute to 2-hour blocks to allow for more differentiated, small-group practice and increase the pacing of our class to be more aligned with our pacing guide. After the second quarter, we began a Saturday School program to provide additional practice for the lowest-performing 40% of our students. We also hired an additional Math teacher in 5th grade, where the range of abilities made it most challenging to teach at each child's zone of proximal development. Consequently, the percent of students predicted to Meet or Exceed in Math, based on the March Galileo blueprint benchmarks, has increased by 10% since December and is now just 9% away from the goal established in our Performance Management Plan.

Professional Development

Empower College Prep's approach to professional development is described in Sections 1.a and 1.b. Teachers have common planning each day to reflect on their practice and collaborate to provide strategic support to close prioritized gaps in student achievement. Additionally, teachers engage in a quarterly formal observation to reflect on their practice and make improvement plans. This process involves using student achievement data to identify progress and gaps in student achievement and prioritize a gap to close, analyzing student actions that contributed to the progress and gaps, and then determining the teacher actions that were aligned to these student actions. From this reflection, the teacher and School Director develop an improvement plan to develop the teacher's proficiency in those actions most aligned to improving the student actions and increasing student achievement. Our math teacher has demonstrated strength in her planning, and an area of focused development has been in pacing and classroom management. To leverage her strengths, she has developed plans for our Science teacher to teach data analysis standards that compliment her inquiry lessons. To support her with her areas of development, the School Director has modeled lessons, taped and shared feedback of her lessons, and directed the vice-principal to co-teach in an effort to support the development of a strong culture in the class that has drastically reduced distractions from learning. As shared previously, the result of this professional development has been a 10% increase in the percentage of students predicted to pass the state test in our March Galileo blueprint benchmarks. This is already above the baseline score in the Performance Management Plan of our charter application and puts us within reach of our 70% Yr 1 target. This is especially remarkable considering 96 % of our students qualify for free or reduced lunch, and the percentage of students who enrolled in our school with special needs was nearly twice the norm at 17%.

Explanation of Tables/Charts/Graphs

The table below shows Empower College Prep's progress toward the goal stated in the charter that was approved in January of 2012. Based on data from the Galileo blueprint benchmark, which is designed to mirror the AIMS test and predict student performance on it, Empower College Prep has surpassed the baseline by 1%, has grown 9% in the past three months, and is 9% away from accomplishing its Year 1 goal of 70% of students scoring Meets or Exceeds on the AIMS test. This data is even more remarkable when compared with surrounding schools and when analyzing our student population, which is addressed in the following sections.



The following table is the collective data from all students and all standards on our Common Core unit assessments, as tracked in PowerSchool.

Mastery of standards-Unit Tests	Goal: 80%	Current: 73%

2b: Composite School Comparison-Reading

Empower College Prep has 96% of students who qualify for free and reduced lunch, and 17% of its students qualify for special education services. (Only 1 student is categorized as ELL.) This student population is consistent with the target population described in our school's charter application. Our curriculum, instruction, assessment, and professional development contribute to students categorized as FRL and SPED having higher achievement than students in these categories at other schools.

Curriculum

Creation: The process of creating the Reading curriculum was described above in Sections 1.a and 1.b. Several aspects of the curriculum are specifically designed to ensure the success of students in these categories, who typically perform at lower levels than their more affluent, typically developing peers. First, our curriculum map includes the pre-requisite standards that accompany each of the Common Core standards students need to learn to be on grade level. Secondly, our school has purchased supplemental curriculum specifically targeted at closing the achievement gap of students in these categories. To build academic vocabulary, our school uses Flocabulary. To build phonics skills, our school uses SRA. To build practice and investment in independent reading, our school uses Accelerated Reader. To build interest and higher-level comprehension thinking, our school uses novels to teach fiction standards. One specific novel that was used during the first quarter that our students found especially relevant to their lives was *Esperanza Rising*.

Implementation: The implementation of our curriculum is described more fully in Sections 1.a and 1.b above. Several aspects of our implementation are specifically designed to ensure the success of our FRL and SPED students. Students who fall into these categories are in classrooms with two teachers throughout the day. The second teacher uses a combination of pull-out and inclusion formats to ensure students in these groups build the pre-requisite skills required to access grade-level material, are exposed to grade-level material, and have the support necessary during practice to master and retain the material.

Evaluation and Revision: The process for evaluating and revising our curriculum is described more fully in Sections 1.a and 1.b. Several aspects of this evaluation and revision directly affect the achievement of students categorized as FRL and SPED students. After unit assessments and quarterly benchmarks, the School Director and teacher review student achievement data. In addition to these assessments, we also have on-going data from their SRA Mastery Tests, Reading A-Z fluency progress, and Accelerated Reader assessments. The School Director and teachers meet quarterly to review this data and adjust instruction accordingly. Over the summer, we will review the achievement of all of our students, including specifically those categorized as SPED and FRL, to determine additional curricula that needs to be purchased and modifications that need to be made to better support these students. Already, we have purchased the NWEA assessment in order to more efficiently diagnose the needs of our students and monitor their growth.

Instruction

The Reading instruction was described above in Section 1.a and 1.b. Several aspects of our instructional model directly affect the achievement of students categorized as FRL and SPED students. First, these

students are in classrooms with two teachers. Teachers have common planning time each day to discuss ways key skills are taught in different classes (i.e. main idea and supporting details, summarizing), and to provide additional tutoring to students who need additional support, which is more common for students categorized as SPED or FRL. When the School Director reviews the unit plans and lesson plans, he considers the scaffolding and inclusion of pre-requisite skills to ensure all students are able to access the curriculum. Additionally, the School Director observe each Reading class at least once per week and checks for understanding with students categorized as SPED and FRL. Each quarter, the teacher and School Director engage in a formal observation rooted in student achievement data.

After the first quarter, students categorized as SPED, and several students categorized as FRL were scoring low on the unit assessments, not making sufficient progress through the SRA curriculum, and not increasing fluency on the Reading A-Z fluency passages. In response, we increased the amount of time during literacy during which students received remediation for these pre-requisite skills. We also extended literacy to 2-hour blocks and incorporated more fluency practice. By the end of the second quarter, our data review showed students were growing tremendously in fluency and SRA but were not having enough exposure to the grade-level content. Therefore, we have transitioned back to an inclusion model instead of pulling out these students in order to increase their exposure and practice with comprehension standards and grade-level content, while continuing shorter pull-outs for fluency practice and the one-hour remediation block at the end of the day for phonics.

Assessment

Empower College Prep's measure for performance in Year 1 is for 70% of students to score Meets or Exceeds in Reading, and to have a Median Student Growth in the 65th percentile. The assessments Empower College Prep uses for Reading were described above in Section 1.a and 1.b. Specific components of our assessment methods directly affect the achievement of students categorized as FRL and SPED. In addition to mastery of Common Core standards, our school also assesses and tracks progress in fluency using Reading A-Z at least once every two weeks, progress in phonics using SRA Mastery Tests weekly, and progress in general reading comprehension using Accelerated Reader assessments twice per week for students in these categories who entered our school below grade level. The teacher and School Director review the data for students in these categories biweekly to ensure progress in these areas. Lack of progress in these areas during the first quarter resulted in increasing the amount of time spent on fluency and phonics for students in this group to the current levels.

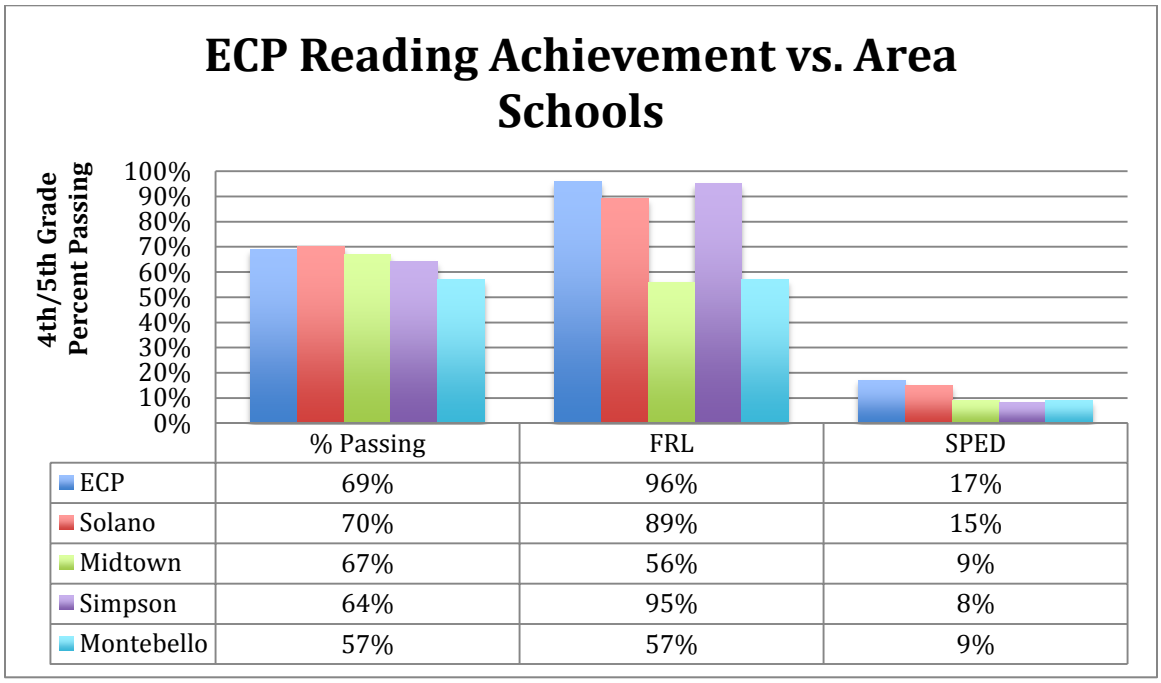
Professional Development

Empower College Prep's professional development is described more fully in Section 1.a and 1.b. Specific aspects of the professional development directly affect the achievement of students categorized as FRL and SPED students. During the quarterly formal evaluation, the teacher and School Director review data to prioritize students in greatest need of targeted intervention. These students are more likely to be in the categories of students with special needs or who qualify for free or reduced lunch. The teacher analyzes the student actions that are aligned to gaps in achievement as well as those aligned to student progress. The teacher then uses the school's evaluation rubric to identify teacher actions that can be leveraged to increase the proficiency of students, and those that need to be developed to increase these students' proficiency. Currently, our Reading teacher is focusing on effectively executing the second and third phases of the gradual release approach while facilitating student practice to help students internalize the cognitive strategies involved in different reading comprehension skills.

Explanation of Charts/Bars/Graphs

Empower College Prep's targeted territory is between the I-17 and I-51, south of Bethany Home and north of Thomas. Although some students attend Empower College Prep from outside of this area, the highest concentration of student comes from three district schools and one charter school in this area.

The chart below shows the percent of students at Empower College Prep who are projected to score Meets or Exceeds on the Reading AIMS, based on the Galileo blueprint benchmark that is designed to mirror the state AIMS test and predict performance on it. Additionally, it provides a comparison with the performance of students in the same grades last year at the schools from where our students came. While serving the greatest number of FRL and SPED students, our percent of students predicted to pass the state AIMS test, according to the Galileo blueprint benchmarks, would be among the highest in the area if schools perform similarly to how they performed last year.



	% Passing	FRL	SPED
ECP	69%	96%	17%
Solano	70%	89%	15%
Midtown	67%	56%	9%
Simpson	64%	95%	8%
Montebello	57%	57%	9%

***Source: Comparison schools-2012 AIMS data*

2b: Composite School Comparison-Math

Our curriculum, instruction, assessment, and professional development contribute to students categorized as FRL and SPED having higher achievement than students in these categories at other schools.

Curriculum

Creation: The process of creating the Math curriculum was described above in Sections 1.a and 1.b. Several aspects of the curriculum are specifically designed to ensure the success of students who qualify for special services or for free/reduced lunch, who typically perform at lower levels than their more affluent, typically developing peers. The math curriculum includes a heavy emphasis on number sense and conceptual understanding, which is critical for students to build the foundations that provide access to higher levels of math. This has required the purchase of supplemental materials, including many math manipulatives (i.e. base 10 blocks and factor pies). Additionally, our students in these categories lack the fluency and automacity necessary for them to perform the arithmetic accurately while still focusing on the math problem-solving. This has required us to purchase Rocket Math and several apps on the student iPads to build fluency and automacity with math facts.

Implementation: The implementation of our curriculum is described more fully in Sections 1.a and 1.b above. Several aspects of our implementation are specifically designed to ensure the success of our FRL and SPED students. Students who fall into these categories are in classrooms with two teachers throughout the day. The second teacher uses a combination of pull-out and inclusion formats to ensure students in these groups build the pre-requisite skills required to access grade-level material, are exposed to grade-level material, and have the support necessary during practice to master and retain the material. Students who are categorized as having special needs, or who qualify for free or reduced lunch and demonstrate significant gaps in their math proficiency, participate in the spiraled review and problem-solving exercise. They also participate in the teacher modeling with their higher-performing, typically developing peers. During the student practice time, the second teacher pulls out these students to re-enforce key points in the lesson, provide the necessary support for students to internalize these key points, and to provide additional practice with these pre-requisite skills.

Evaluation and Revision: The process for evaluating and revising our curriculum is described more fully in Sections 1.a and 1.b. Several aspects of this evaluation and revision directly affect the achievement of students categorized as FRL and SPED students. After unit assessment and quarterly benchmarks, the School Director and teacher review student achievement data. In addition to these assessments, we also have on-going data from Entrance Tickets and Saturday School spiraled reviews that students in these categories complete. The School Director and teachers meet quarterly to review this data and adjust instruction accordingly. Over the summer, we will review the achievement of all of our students, including specifically those categorized as SPED and FRL, to determine additional curricula that needs to be purchased and modifications that need to be made to better support these students. Already, we have purchased the NWEA assessment in order to more efficiently diagnose the needs of our students and monitor their growth.

Instruction

The Math instruction was described above in Section 1.a and 1.b. Several aspects of our instructional model directly affect the achievement of students categorized as FRL and SPED students. First, these students are in classrooms with two teachers. Teachers have common planning time each day to discuss

ways key skills are taught in different classes (i.e. data analysis), and to provide additional tutoring to students who need additional support, which is more common for students categorized as SPED or FRL. When the School Director reviews the unit plans and lesson plans, he considers the scaffolding and inclusion of pre-requisite skills to ensure all students are able to access the curriculum. Additionally, the School Director observe each Math class at least once per week and checks for understanding with students categorized as SPED and FRL. Each quarter, the teacher and School Director engage in a formal observation rooted in student achievement data.

As we began to increase the pace of instruction after the first quarter, it became apparent that specific gaps in pre-requisite math skills were preventing certain students from accessing the curriculum. Many of these students fell into these categories of qualifying for free/reduced lunch or special needs. In response, our school developed an additional math section and hired a new teacher to efficiently close these pre-requisite gaps and ensure all students had access to the grade-level curriculum. Consequently, the math scores on the Galileo blueprint benchmarks jumped 10% in the number of students who were on track to score Meets or Exceeds on the state AIMS test, including some students who qualify for special needs and many who qualify for free/reduced lunch.

Assessment

Empower College Prep's measure for performance in Year 1 is for 70% of students to score Meets or Exceeds in Math, and to have a Median Student Growth in the 65th percentile. The assessments Empower College Prep uses for Math were described above in Section 1.a and 1.b. Specific components of our assessment methods directly affect the achievement of students categorized as FRL and SPED. In addition to assessing mastery of Common Core standards on unit assessments, our school also assesses students' proficiency on the state AIMS test by using a Galileo benchmark each quarter. Finally, our school collects formative data from daily entrance tickets covering the former day's objective and some spiraled review questions. On all assessments, students are required to show their work. This allows for the teacher to identify where understanding broke down, and to make the necessary adjustments to her instruction and/or curriculum. Recently, our math teacher noticed students were not putting numbers in a data set in order before determining the median. This led to reviewing both the key points in the lesson, and the amount of time students had to practice these key points. Over the summer, our curriculum review team will use data from our Common Core summative assessment and AIMS to reflect more thoroughly on the performance of our SPED and FRL students. We will use this data to determine changes to our assessments to make them more predictive, and what changes to our curriculum and instruction are necessary to maximize the achievement of our students who qualify for special services or free/reduced lunch.

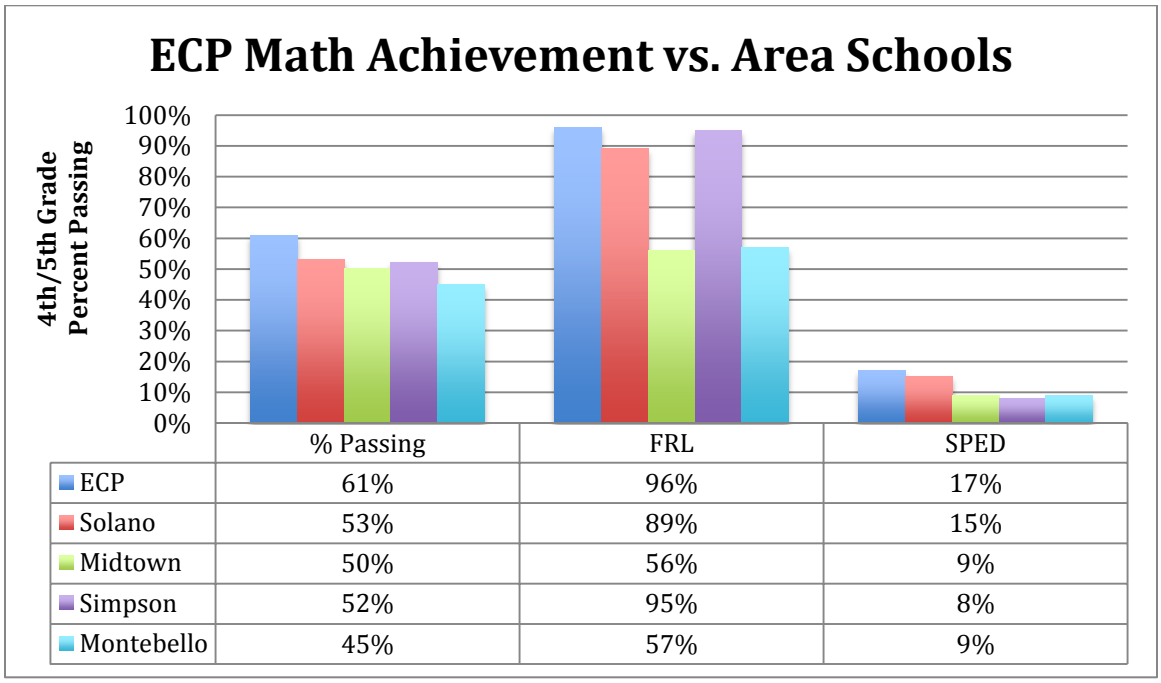
Professional Development

Empower College Prep's professional development is described more fully in Section 1.a and 1.b. Specific aspects of the professional development directly affect the achievement of students categorized as FRL and SPED students. During the quarterly formal evaluation, the teacher and School Director review data to prioritize students in greatest need of targeted intervention. These students are more likely to be in the categories of students with special needs or who qualify for free or reduced lunch. The teacher analyzes the student actions that are aligned to gaps in achievement as well as those aligned to student progress. The teacher then uses the school's evaluation rubric to identify teacher actions that can be leveraged to increase the proficiency of students, and those that need to be developed to increase these students' proficiency. Currently, our Math teacher is focusing on providing sufficient practice time for students to internalize and retain new concepts and skills without making careless errors.

Explanation of Tables/Charts/Graphs

Empower College Prep's targeted territory is between the I-17 and I-51, south of Bethany Home and north of Thomas. Although some students attend Empower College Prep from outside of this area, the highest concentration of student comes from three district schools and one charter school in this area.

The chart below shows the percent of students at Empower College Prep who are projected to score Meets or Exceeds on the Math AIMS, based on the Galileo blueprint benchmark that is designed to mirror the state AIMS test and predict performance on it. Additionally, it provides a comparison with the performance of students in the same grades last year at the schools from where our students came. While serving the greatest number of FRL and SPED students, our percent of students predicted to pass the state AIMS test, according to the Galileo blueprint benchmarks, would be the highest in the area if schools perform similarly to how they performed last year.



	% Passing	FRL	SPED
ECP	61%	96%	17%
Solano	53%	89%	15%
Midtown	50%	56%	9%
Simpson	52%	95%	8%
Montebello	45%	57%	9%

2c: Subgroup Comparison-Reading

Of the subgroups listed (FRL, SPED, ELL), Empower College Prep has a significant number of FRL students and SPED students. Due to the its intended mission of serving students in low-income communities, nearly all of its students (96%) are FRL students and the information shared in 2a and 2b thoroughly addresses this group, which is not actually a subgroup at our school. Therefore, this section will focus on the curriculum, instruction, assessment, and professional development for increasing the student achievement of our SPED students. These actions have also contributed to the remarkable growth of our one student classified as ELL. Her data is included below.

Curriculum

Creation: The process of designing our curriculum is explained in detail in 1.a and 1.b. Additional information in this section focuses on aspects of the curriculum for students with special needs. Our curriculum was designed to ensure students with special needs have access to the rigorous, Common Core-aligned curriculum, while also receiving support in the pre-requisite skills required to access this curriculum. The curriculum map and pacing guide provide guidance for what is taught and when it is taught to all of our students, including our students with special needs. The curriculum map includes the pre-requisite skills from lower grades, which the teacher uses to determine the starting point when designing her unit plans and which standards and skills need to be interwoven and used for scaffolding up to the grade-level standard. Additionally, several supplemental curricula were purchased for this group. The DRA was purchased to diagnose all of our students to ensure instruction was at their zone of proximal development from the beginning of the year. Reading A-Z is used to track on-going growth in fluency, which also informs our instruction as to what level of passage students should use when practicing the Common Core skill during independent practice. Our students in this subgroup are often two or more years below grade-level in phonics. Therefore, we purchased the SRA program to support students with phonics. Finally, we purchased leveled readers from Scholastic and the Accelerated Reader program to support the extensive practice at students' diverse reading levels that is necessary for the 1.5-2 years of growth we seek to accomplish with these students.

Implementation: The process of implementing our curriculum is explained in detail in 1.a and 1.b. Additional information in this section focuses on aspects of implementation for students with special needs. Specifically, students with special needs have two teachers in their classrooms. The role of the special education teacher during modeling of Common Core comprehension skills is to check for understanding throughout the lesson and provide clarification to ensure our students are internalizing the cognitive strategy involved in these skills. During Shared Reading, the special education teacher works with students with special needs to practice the comprehension skill using a passage at their grade level. Students are also pulled out during this time to allow for more extensive practice with remedial skills necessary to access the grade-level standards. During the first quarter, students were pulled out for less than 10% of the class period. After our first-quarter data review, we increased the amount of time students were pulled out to work on remedial skills to provide access to the grade-level standards to more than 50% of the class period. Then, in the third quarter we have returned to the inclusion model to ensure these students have sufficient exposure to the grade-level standards.

Evaluation and Revision: The process of evaluating and revising our curriculum is explained in detail in 1.a and 1.b. We review data fluency data for our special education students every two weeks, and more extensively each quarter. This review highlighted the gap in the growth of our SPED students reading at the 2nd grade level, which contributed to us purchasing the additional texts from Scholastic at this level. Our data review team has made additional changes in the implementation of our curriculum throughout the year to adjust the balance between using pull-out and inclusion approaches, as described above in

the implementation of our curriculum. Our curriculum team will review and revise our curriculum more thoroughly between May 27 and June 7.

Instruction

The Reading instruction was described above in Section 1.a and 1.b. Several aspects of our instructional model directly affect the achievement of students categorized as SPED students. First, these students are in classrooms with two teachers. Teachers have common planning time each day to discuss ways key skills are taught in different classes (i.e. summarizing), and to provide additional tutoring to students who need additional support, which is more common for students categorized as SPED. When the School Director reviews the unit plans and lesson plans, he considers the scaffolding and inclusion of pre-requisite skills to ensure all students are able to access the curriculum. Additionally, the School Director observes each Reading class at least once per week and checks for understanding with students categorized as SPED. Each quarter, the teacher and School Director engage in a formal observation rooted in student achievement data. After the first quarter, students categorized as SPED were scoring low on the unit assessments, were not making sufficient progress through the SRA curriculum, and not increasing fluency on the Reading A-Z fluency passages. In response, we increased the amount of time during literacy in which students received remediation for these pre-requisite skills. We also extended literacy from 80-minute to 2-hour blocks and incorporated more fluency practice. By the end of the second quarter, our data review showed students were growing tremendously in fluency and SRA but were not having enough exposure to the grade-level content. Therefore, we have transitioned back to an inclusion model instead of pulling out these students in order to increase their exposure and practice with comprehension standards and grade-level content, while continuing shorter pull-outs for fluency practice and the one-hour remediation block at the end of the day for phonics.

Assessment

Empower College Prep's measures for performance in Year 1 are for 70% of students to score Meets or Exceeds in Reading, and for our Median Growth Percentile to be 65 or higher. The assessments Empower College Prep uses for Reading were described above in Section 1.a and 1.b. Specific component of our assessment methods directly affect the achievement of our SPED students. Empower College Prep currently has 9 full-academic year students with special needs. Our goal is to move these students up two grade levels in their fluency while ensuring they master comprehension skills when applied to passages at their reading level. We also monitor progress in phonics using SRA Mastery Tests weekly. The teacher and School Director review the data for students in these categories biweekly to ensure progress in these areas. Lack of progress in these areas during the first quarter resulted in increasing the amount of time spent on fluency and phonics for students in this group.

Professional Development

The professional development is described in section 1.a and 1.b. Additionally, our school hired a former school psychologist for the second semester to provide support in managing the caseload of our special education teacher to ensure she had sufficient time instructing students.

Explanation of Tables/Charts/Graphs

The tables below show evidence of increasing the percent of students moving toward or reaching passing on the state AIMS test who are classified as students with special needs. Additionally, our student who is classified as ELL grew 103 points from the December Galileo benchmark to the March Galileo benchmark, which is more than 4 times the 25 points that Galileo set as typical growth.

1) Comprehension: Table 1 shows scores on last year's AIMS tests in comparison to this year's AIMS-predictive Galileo blueprint benchmarks for students with special needs who were full-academic year students who have data from the previous year. Of these 9 students, 3 scored Meets or Exceeds on their AIMS or AIMS-A assessments last year. For the remaining six, one moved to Meets, two moved from Falls Far Below to Approaches, two remained at Approaches, and one remained at Falls Far Below.
2) Phonics: Table 2 shows results on Mastery Tests in the SRA curriculum for the students with special needs who demonstrated a need for phonics intervention in our diagnostic at the beginning of the year or when they enrolled. Currently, there is an 89% pass rate on the Mastery Tests among these students. The one student who is not mastering the tests is consistently mastering the phonemic awareness portions, which she was not at the beginning of the year. She is not yet passing the word reading portions.
3) Fluency: Table 3 shows the average growth for our students with special needs in Reading fluency, using Reading A-Z.

Table 1

	2012 AIMS	Galileo
Student 1	FFB	A
Student 2	FFB	A
Student 3	FFB	FFB
Student 4	A	M
Student 5	A	A
Student 6	A	A

Table 2

	MT1	MT2	MT3	MT4	MT5	MT6	MT7	MT8	MT9	MT10	MT11	MT12	MT13	MT14
Student1	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail	Fail
Student2	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student3	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student4	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student5	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student6	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student7	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student8	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
Student9	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Table 3

Average Fluency Level - Beginning of Year	Average Fluency Level – Current	Growth
C (Kindergarten/beginning of 1st grade)	J (beginning of 2nd grade)	1 year, on track for 1.5 years of growth by end of year

2c: Subgroup Comparison-Math

Of the subgroups listed (FRL, SPED, ELL), Empower College Prep has a significant number of FRL students and SPED students. Due to the its intended mission of serving students in low-income communities, nearly all of its students (96%) are FRL students and the information shared in 2a and 2b thoroughly addresses this group, which is not actually a subgroup at our school. Therefore, this section will focus on the curriculum, instruction, assessment, and professional development for increasing the student achievement of our SPED students. These actions have also contributed to the remarkable growth of our one student classified as ELL. Her data is included below.

Curriculum

Creation: The process of designing our curriculum is explained in detail in 1.a and 1.b. Additional information in this section focuses on aspects of the curriculum for students with special needs. Our curriculum was designed to ensure students with special needs have access to the rigorous, Common Core-aligned curriculum, while also receiving support in the pre-requisite skills required to access this curriculum. The curriculum map and pacing guide provided additional time at the beginning of the year to build number sense and conceptual understanding. This was critical for our students to access the Common Core curriculum and experience success in later math courses. To support our students with significant gaps in math fluency, our school purchased Rocket Math and several apps for student IPads related to math fluency. We also purchased manipulatives for students to use to build conceptual understanding of fractions, place value, and other foundational concepts.

Implementation: The process of implementing our curriculum is explained in detail in 1.a and 1.b. Additional information in this section focuses on aspects of implementation for students with special needs. Specifically, students with special needs have two teachers in their classrooms. The role of the special education teacher during modeling of Common Core standards is to check for understanding throughout the lesson and provide clarification to ensure our students are internalizing the definitions of new concepts and the cognitive strategy involved in these skills. During independent practice, the special education teacher works with students with special needs to practice remedial math skills in combination with the Common Core standard from that day's lesson. The Special Education teacher also checks for understanding and challenges the thinking of her students during the problem-solving activity at the beginning of each class.

Evaluation and Revision: The process of evaluating and revising our curriculum is explained in detail in 1.a and 1.b. We review data for our special education students daily to monitor progress in mastery of the daily objectives aligned to the common core standards. This review has highlighted gaps in certain remedial skills that were not identified from our diagnostic assessments. This has led to more time being spent in a pull-out format to review these skills during these units. One example is providing support in a pull-out format for place value in conjunction with teaching 2-digit by 2-digit multiplication. This information is documented and will be used to revise our curriculum between May 27 and June 7.

Instruction

The Math instruction was described above in Section 1.a and 1.b. Several aspects of our instructional model directly affect the achievement of students categorized as SPED students. First, these students are in classrooms with two teachers. Teachers have common planning time each day to discuss ways key skills are taught in different classes (i.e. data analysis and reading charts and graphs), and to provide additional tutoring to students who need additional support, which is more common for students categorized as SPED. When the School Director reviews the unit plans and lesson plans, he considers the scaffolding and inclusion of pre-requisite skills to ensure all students are able to access the curriculum.

Additionally, the School Director observes each Math class at least once per week and checks for understanding with students categorized as SPED. Each quarter, the teacher and School Director engage in a formal observation rooted in student achievement data. After the first quarter, we noticed a gap in our pacing guide and the amount of material covered. We adjusted our pacing guide for the rest of the year, and will use this information to adapt our curriculum map and pacing guide between May 27 and June 7. Our diagnostic and following data reviews also identified a persistent and large gap in ability levels in our math classes, which required the increased use of differentiated small-group instruction. To allow for this, we increased classes from 80 minutes to 2 hours.

Assessment

Empower College Prep's measures for performance in Year 1 are for 70% of students to score Meets or Exceeds in Math, and for our Median Growth Percentile to be 65 or higher. The assessments Empower College Prep uses for Math were described above in Section 1.a and 1.b. Specific component of our assessment methods directly affect the achievement of our SPED students. Empower College Prep currently has 9 full-academic year students with special needs. Of these 9 students, 2 entered within two years of grade level and are therefore expected to pass AIMS this year. One has scored Meets on their Galileo blueprint benchmarks, and the other has scored Exceeds. The other 7 students entered our school three or more grades below grade level. By the end of their second year at our school, we expect all of these students to pass the state AIMS test. The teacher and School Director review the data for students in these categories to ensure progress in these areas. Lack of progress in these areas during the first quarter resulted in increasing the amount of each academic block from 80 minutes to 2 hours.

Professional Development

The professional development is described in section 1.a and 1.b. Additionally, our school hired a former school psychologist for the second semester to provide support in managing the caseload of our special education teacher to ensure she had sufficient time to instruct students. During our quarterly evaluations, the School Director and special education teacher have also prioritized focusing lessons around a clear objective that is measured, rather than providing additional drill and practice time on multiple skills without outcomes or goals being set around proficiency in specific skills.

Explanation of Tables/Charts/Graphs

The table below shows evidence of increasing the percent of students moving toward or reaching passing on the state AIMS test who are classified as students with special needs. Specifically, it shows scores on last year's AIMS tests in comparison to this year's AIMS-predictive Galileo blueprint benchmarks for students with special needs who were full-academic year students. Of these 9 students, 2 scored Meets or Exceeds on their AIMS or AIMS-A assessments last year. For the remaining 7, one moved to Meets, four moved from Falls Far Below to Approaches, one remained at Approaches, and one remained at Falls Far Below.

	2012 AIMS	Galileo
Student 1	FFB	A
Student 2	A	A
Student 3	FFB	FFB
Student 4	FFB	A
Student 5	A	M
Student 6	FFB	A
Student 7	FFB	A

Additionally, our student who is classified as ELL grew 96 points from the December Galileo benchmark to the March Galileo benchmark, which is more than 4 times the 22 points that Galileo set as typical growth.

3a. A-F Letter Grade State Accountability System

Empower College Prep's improvement plan, including evidence of increasing student growth and proficiency, is discussed in Sections 1.a, 1.b, 2.a, 2.b, and 2.c.

In the Performance Management Plan of our charter that was approved in January of 2012, the targets for Year 1 are for 70% or more students to score Meets or Exceeds in both Reading and Math, and to have a Median Student Growth Percentile of 65 or higher in both Reading and Math. This would total 135 points, which would be within 5 points of an A in Year 1. Based on the growth we have seen this year as described in Sections 1a and 1b, we are hopeful to exceed our growth goal and attain an A label in Year 1. The targets for Year 2 are for 80% of students to score Meets or Exceeds in both Reading and Math, and to have a Median Student Growth Percentile of 75. This would total 155 points, which would earn an A label in Year 2.

The curriculum, instruction, assessment, and professional development that Empower College Prep uses to achieve these targets are described in sections 1.a, 1.b, 2.a, 2.b, and 2.c.

	Performance Management Plan Target for % passing Reading/Math	Performance Management Plan Target for Median Growth Percentile in Reading/Math	Total Points	Points Required for A Label
Year 1	70%	65	135	140
Year 2	80%	75	155	140

4.a High School Graduation Rate

Empower College Prep currently serves students in Grades 4-5 and does not currently have any students entering ninth grade.

4.b Academic Persistence

Empower College Prep is not an alternative school.