Havasu Preparatory Academy

Demonstration of Sufficient Progress

History:

Havasu Preparatory Academy opened in the 2011-2012 school year serving grades K-8. The school opened its doors with 98 students and grew to a population of 159 students by the end of the year with a funded number of 135. This year, 2012-2013, we started with 250 students and will end the year with 262 students.

While it the first year was exciting, it was also a challenging year for staff. We started the year with several combined grade levels due to the size of our population. Students continually joined the school during the first year of operation. Efforts were made to accommodate new students which at times caused a backwards spiraling versus forward spiraling of curriculum. Teachers spent time not only trying to meet the needs of the current students but trying to get the new students up to speed. As a new school, we also attracted a number of parents who were not feeling that the district was meeting their child's needs. The special education population was higher than average with 12% of the campus needing services.

In the following sections, we will address each area that did not meet the standard in the Academic Performance rating.

Math: Student Growth and Percent Passing:

The staff and administrative team met and identified factors that may have led to the math growth receiving an FFB rating, lacking a meet score in the percent passing and the composite score section. After issues were identified, a plan was devised to remedy the issues.

Issue #1: Combined grade levels

Challenge: In 2011-2012, our 3rd & 4th grade students were combined, as well as our 5th & 6th grade students (due to a small beginning enrollment number in those grade levels) into the same classroom from August 2011 until January 2012 (for 5.5 months). This caused a disadvantage when it came to the AIMS testing. Multi-age classrooms make testing difficult because of the integration of educational and classroom materials. The teachers were challenged with dual grade level preparation plus an experience gap of the students when working with a high percentage of students with special education needs.

Solution: Teachers are now teaching single grade levels and can focus on differentiating instruction to encourage individual student growth. Additional RTI support was added to the math program through an after-school tutoring program.

Issue #2: Brand new math curriculum

Challenge: Envision, a new common core aligned math curriculum, was chosen for grades K-6 and Common Core by Pearson was chosen for grades 7 and 8. Both teachers and students had little experience with these common core aligned math programs.

Solution: Teachers have each received an additional 6 to 10 hours of math specific PD each for their curriculum that they are teaching. Teachers participated in additional common core curriculum training provided by Steve Leinwand, a nationally recognized common core expert. Teachers also were provided with ongoing observation opportunities (of our more skilled teachers) as well as workshop and conference attendance. Teachers now feel more skilled and knowledgeable in the use of the curriculum for the math content level that they are teaching.

Issue #3: Very small cohort size with a large percentage of students needing additional support services.

Challenge: Each grade had between 7 and 9 students in the FAY cohort. Two grade levels had a 25% Special Education population. Last year, our AIMS cohort group was very small (due to our 70% growth that occurred after our first 10 days of enrollment). In addition, we had a large population of that cohort group who were on an active Individual Educational Plans ("IEPs"). Our large Special Education population was due to the fact that the families of students with disabilities in Lake Havasu City felt like they had been failed by the local LHUSD, so, when they heard that The Leona Group was opening a new charter school, they brought their special needs students to us the first year we opened. Although we began providing services on a pull-out basis (1-on-1 speech, 1-on-1 individualized math/reading goal instruction), these students were far below grade level.

Solution: The retention of students from the first to second year to start with solid cohorts! Have teachers teach individual grade levels so they can concentrate on a single curriculum and provide more differentiated support for student needs. Continue with individualized pull out programs.

Ongoing practices to continue

Benchmark testing:

In addition to the above, Havasu Preparatory has also continued to follow student progress through benchmark testing. Galileo provides benchmark tests for math and grades 2 through 8 participated in testing. The School Leader and Curriculum Coach then worked with individual teachers to identify areas of strength and weakness by individual student and grade level. The math benchmark data was analyzed after each administration and adjustments were made with in the classroom (Tier 1) and with each students needs for Tier 2 and Tier 3 instructional support needs. Please see page 4 for Math data charts.

Response to Intervention:

Student progress is continually adjusted with the use of in classroom assessments. From this testing, immediate fine tune adjusting is done. On a quarterly basis students are benchmarked tested with Galileo to determine progress towards state bench marks. This data is used on an individual student level to adjust Tier 2 and 3 placements. Tier 2 remediation is provided in small groups in the classroom

where the teacher provides additional support to students who are not meeting bench mark criteria. Tier three students are receiving 1 hour a week of individualized instruction after school. In cases where the entire class is not meeting bench mark level (the average classroom score is not meeting benchmark), the data is further analyzed to determine if the problem lies within the curriculum or the instruction. Curriculum is adjusted if needed. The teacher receives additional coaching support as well as team teaching with the coach in order to remediate the instructional need.

Curriculum Coach:

Hours of curriculum coach duties have been increased to allow additional time and support for teachers that are struggling with student progress. During the first year, the coach was a .5FTE; the coach has now been increased to a 1.0 FTE. All teachers continue to receive individual lcognitive coaching on instructional best practice needs for their classroom.

Current year benchmark data notes:

Grade 2 Math: Teacher received additional support after Benchmark 1 data indicated the class average was below the state benchmark. Test 2 was above the benchmark.

Grade 3 Math: Teacher received additional support after Benchmark 1 data indicated the class average was below the state benchmark. Test 2 was above the benchmark. Additional student support was also provided with increased use of tier 2 and 3.

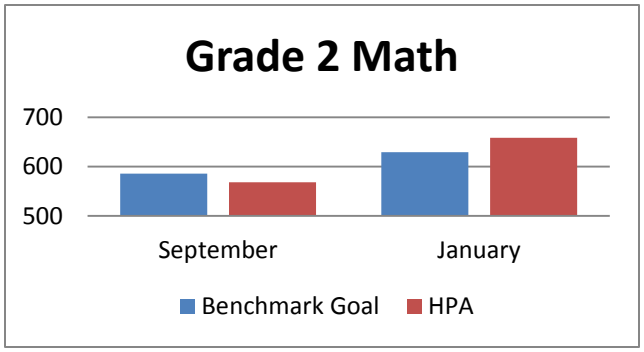
Grade 4 Math: On target.

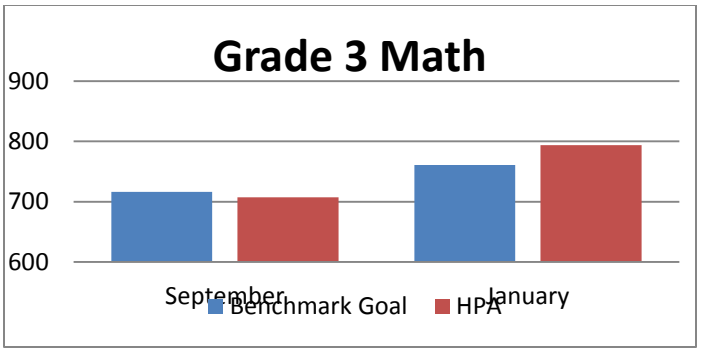
Grade 5: Teacher was targeted for extra support and curriculum pacing was reviewed. The gap was reduced between HPA and state level data points.

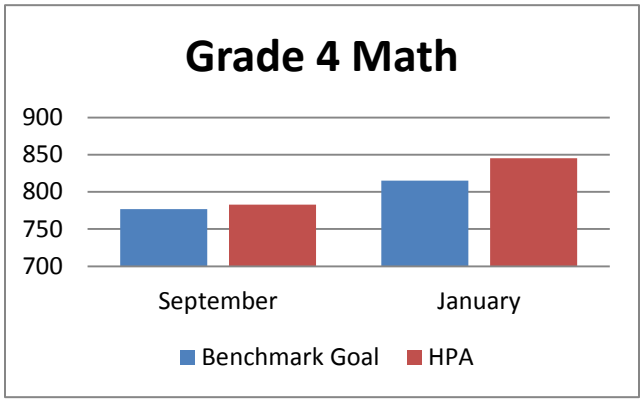
Grade 6: Teacher needs and student tier placement was reviewed.

Grade 7: Teacher is now part of an intensive team teaching model.

Grade 8: On target but noted decrease.


Grade 2 Math
700
600
500
September
January
Benchmark Goal
HPA


Grade 3 Math
900
800
700
600
September
January
Benchmark Goal
HPA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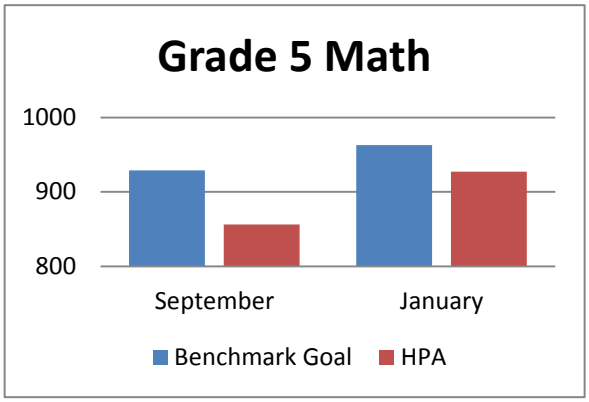
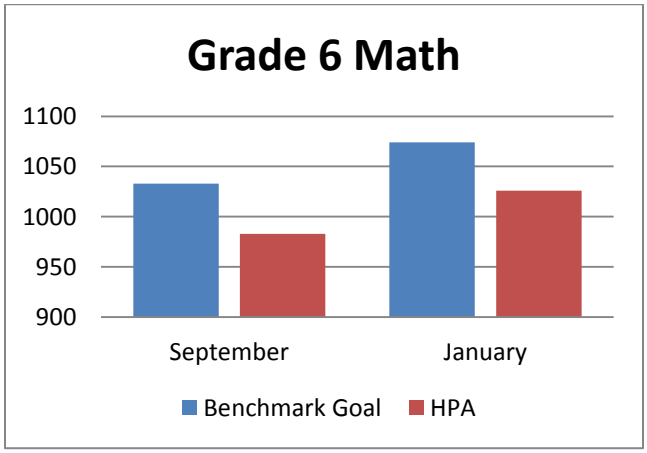
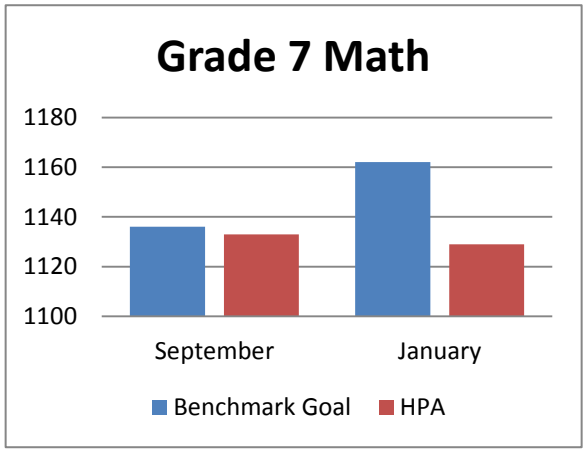
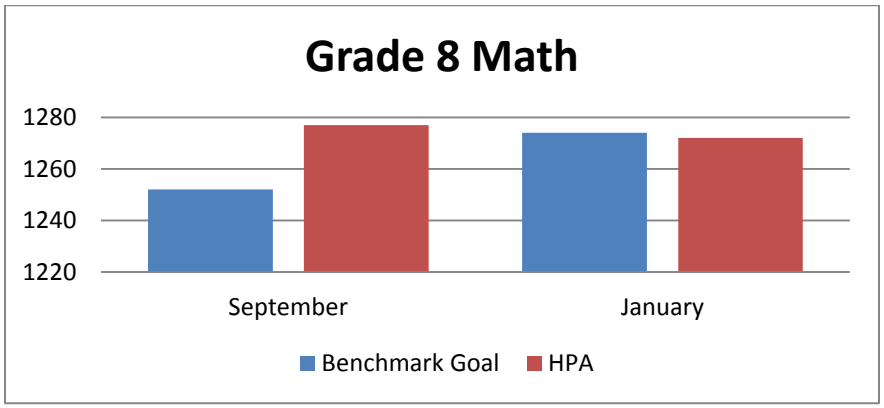
900
850
800
750
700
September
January
Benchmark Goal
HPA


Grade 5 Math
1000
900
800
September
January
Benchmark Goal
HPA


Grade 6 Math
1100
1050
1000
950
900
September
January
Benchmark Goal
HPA


Grade 7 Math
1180
1160
1140
1120
1100
September
January
Benchmark Goal
HPA


Grade 8 Math
1280
1260
1240
1220
September
January
Benchmark Goal
HPA

Reading: Student Growth

Challenge: In reading the noted area of concern was student growth. It was determined after disaggregating AIMS data that students needed additional opportunities to grow. Curriculum review noted that Tier 1 instructional levels were being hampered by the needs of Tier 2 and Tier 3 students.

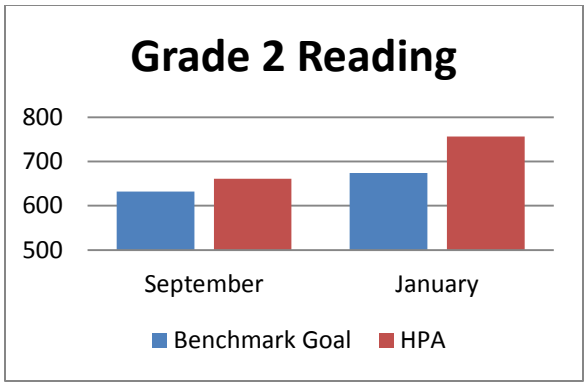
Solution: We increase the number of remedial programs and support provided to Tier 2 and Tier 3 students. The curriculum coach was also a reading specialist who devoted about .5FTE to reading support for students. Additional programs were added for students needing support with the goal of bringing students to grade level faster and accelerating the pace of instruction. This allowed for more teaching time to allow advanced students more individualized instruction. Read Naturally was purchased for grade K-3 while Read 180 was purchased for grades 4-8. In addition, literature circles were introduced to grades 7 and 8. Tier 2 students now receive in-classroom support with extra direct instruction provided by either the teacher or the reading specialist. Tier 3 students receive support twice a week after school in 30 min increments as well as individual pullout time with the reading specialist on an as-needed basis.

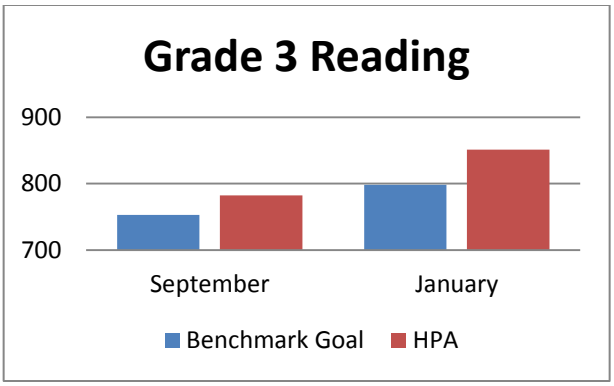
Response to Intervention students are evaluated on an ongoing basis and quarterly benchmark testing is held school-wide to determine if the school, the class, and the individual student are meeting state benchmark targets. See results of benchmark 1 and 2 on page 7.

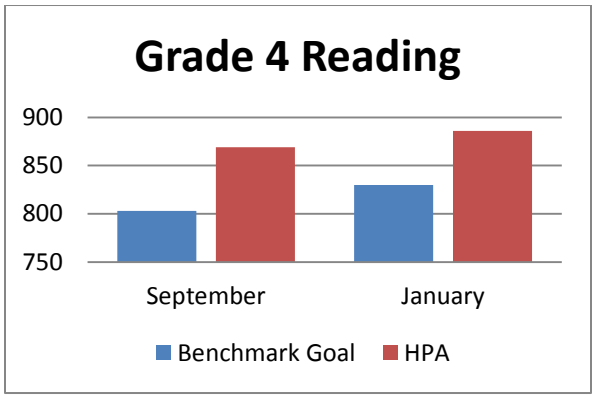
Current year benchmark data results:

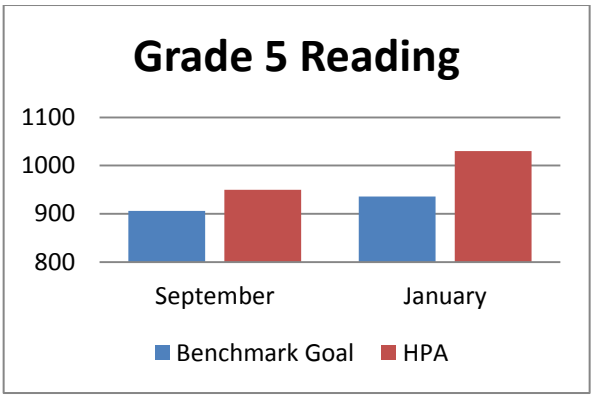
Grade 2,3,4,5, and 8: The data reveals that the average student is ahead of the state benchmark AND most importantly the gap is increasing between the average HPA score the state benchmark. This growth throughout the year should result in increased student growth scores.

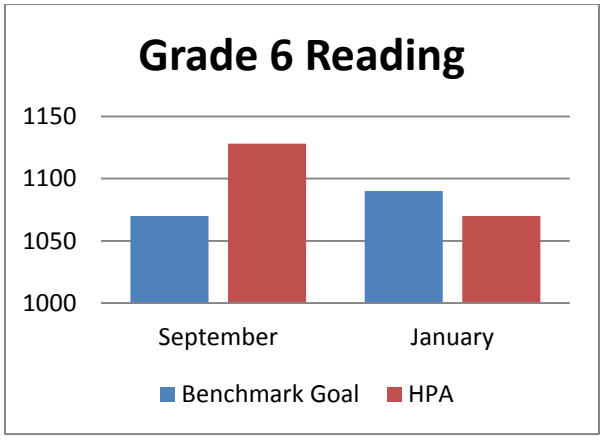
Grade 6 and 7: These two classes are receiving additional support from the reading specialist. There is a concern about student growth in both grade levels as well as percent passing in grade 6.

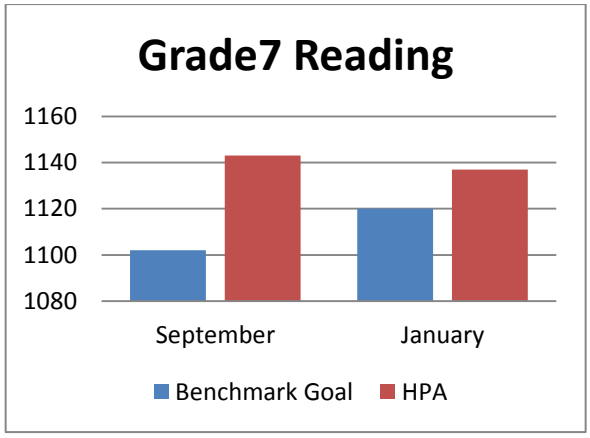

Grade 2 Reading
800
700
600
500
September
January
Benchmark Goal
HPA

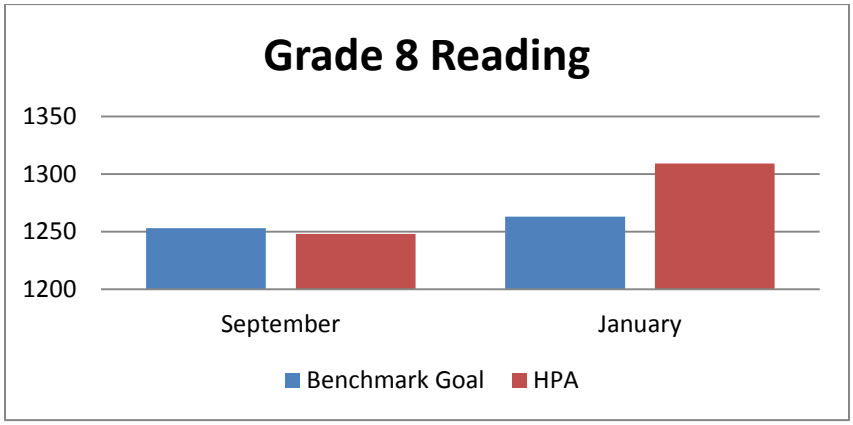

Grade 3 Reading
900
800
700
September
January
Benchmark Goal
HPA


Grade 4 Reading
900
850
800
750
September
January
Benchmark Goal
HPA


Grade 5 Reading
1100
1000
900
800
September
January
Benchmark Goal
HPA


Grade 6 Reading
1150
1100
1050
1000
September
January
Benchmark Goal
HPA


Grade7 Reading
1160
1140
1120
1100
1080
September
January
Benchmark Goal
HPA


Grade 8 Reading
1350
1300
1250
1200
September
January
Benchmark Goal
HPA

Havasu Preparatory Academy staff and administration also reviewed the goals and commitment to a college preparatory program. A commitment was made to Advancement Via Individual Determination and the school is now trained in and participating in the elementary AVID model.

In curriculum, additional tiered programs were added in reading to allow more time for individual student growth at all levels. Additional teacher support was added by increasing the curriculum specialist to a 1.0 FTE and providing time for her to use her reading specialist training. The staff is continually growing through cognitive coaching, specific curriculum training, and specialized common core training. Data is continually being gathered, analyzed and shared with teachers and students to allow for proper tiered student placement and data based coaching at the teacher level.

In conclusion, we believe that by strengthening the program that was started at Havasu Preparatory Academy in 2011-2012 we will be successful in increasing our grade from a C to a B and aiming for an A. We realize that we are still growing so the earning of a B (or high B) will be accepted as the school continues to fine tune teaching and student support strategies.