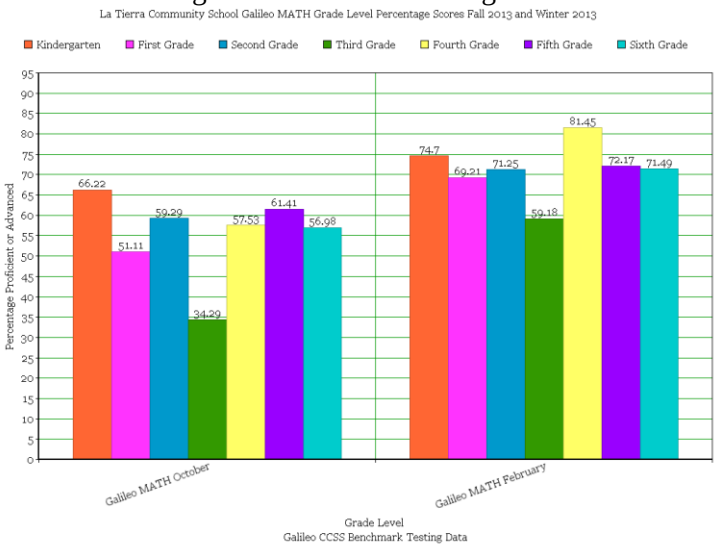
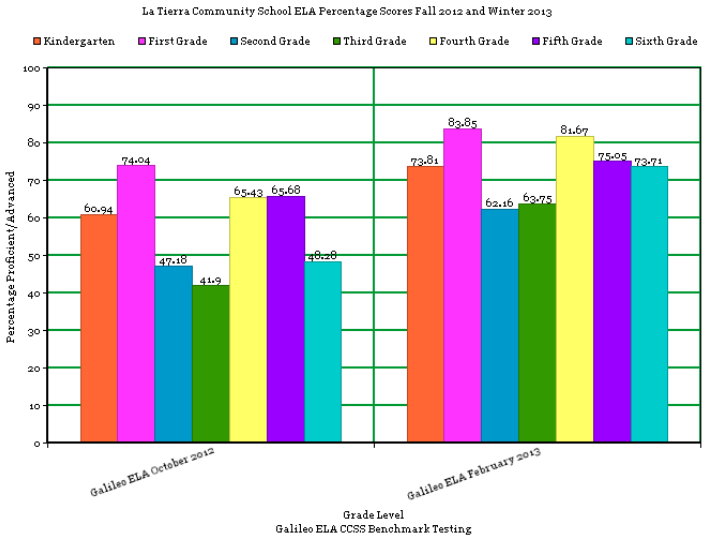
La Tierra Community School - Benchmark Data - Galileo Fall 2012 and Winter 2013
Mathematics & English Language Arts/Reading

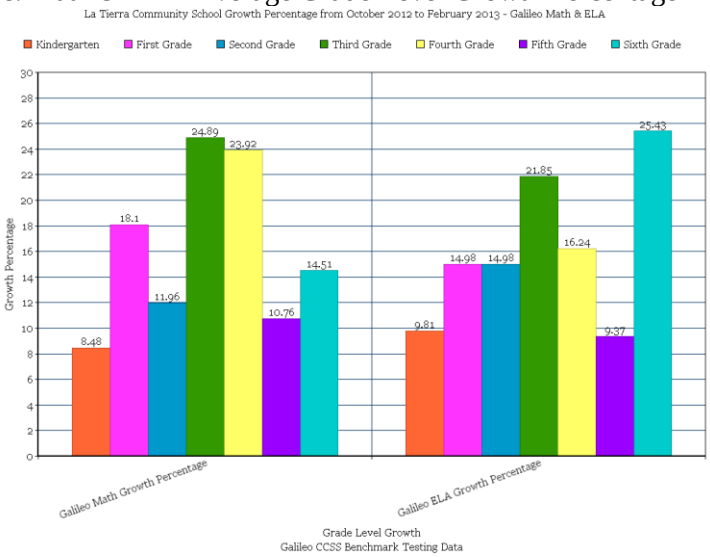
a. Math Average Grade Level Percentage Scores



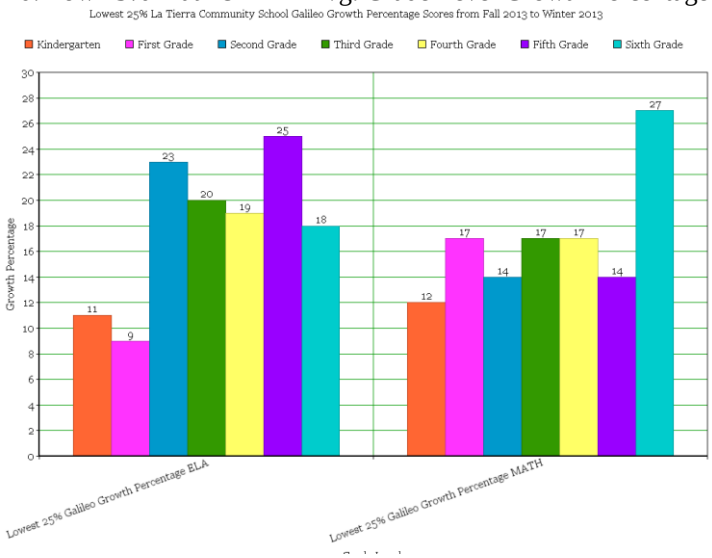
b. ELA Average Grade Level Percentage Scores



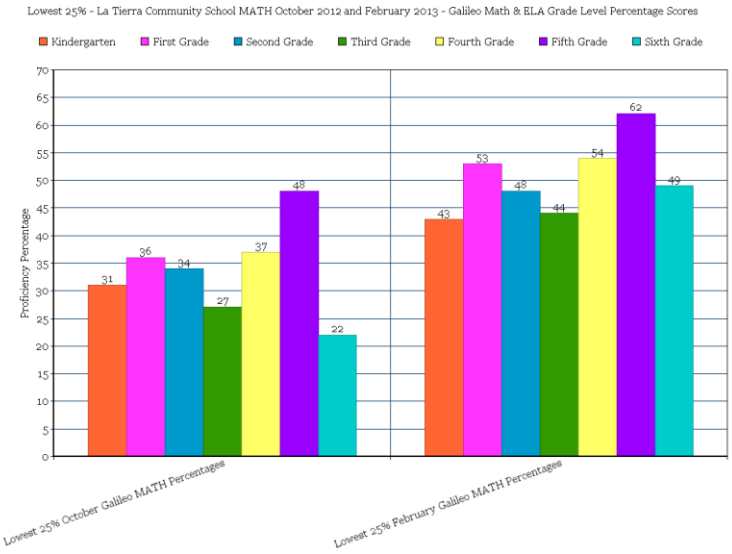
c. Math & ELA Average Grade Level Growth Percentage



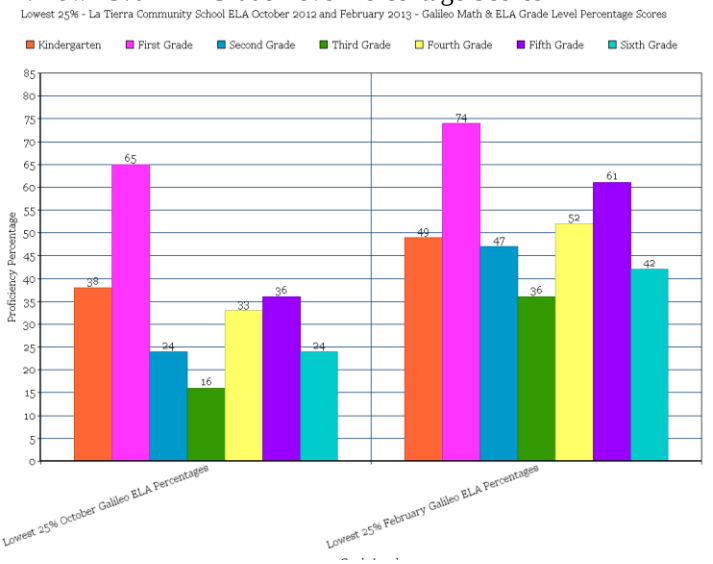
d. Low 25% Math & ELA Avg. Grade Level Growth Percentage



e. Low 25% Math Grade Level Percentage Scores



f. Low 25% ELA Grade Level Percentage Scores



Accountability:
This year at La Tierra, student in grades K-6 have participated in Tyler-Technologies Galileo Benchmark assessments. The assessments are aligned with the Arizona State Common Core Standards (CCSS). Student performance on the Galileo benchmark tests is measured according to grade level student performance, as students progress to meet developmental level (DL) benchmarks. The graphs above delineate the average percentage of students achieving proficiency by meeting or exceeding grade level standards. La Tierra Community School aggregate data from fall testing the first two weeks of October and the first two weeks of February in both mathematics and language arts/reading (ELA) is reflected in graphs a. and b. above and is based on the average percentage of student proficiency by grade level. Graphs e. and f. have also been developed to demonstrate the successes of the lowest 25% of students in each grade level in both ELA and mathematics. Graph c. demonstrates the average growth percentage per grade level in both ELA and mathematics, while graph d. focuses on showing the average growth percentage of the lowest 25% in each grade level. All of the data demonstrates that, as a whole school, La Tierra Community School students demonstrated an average of 16.08% growth from fall to winter in ELA and an average of 15.79% growth from fall to winter in mathematics. The lowest 25% of La Tierra Community School students achieved an average of 17.86% growth in ELA and 16.86% growth in mathematics. Data from Galileo testing has been used consistently to inform instruction to further develop differentiated curriculum, focused intervention groups, to accelerate our above average learners, as well as to project our achievement on the AIMS and Stanford10 testing.

Curriculum:
La Tierra Community School implements a curriculum that incorporates Expeditionary Learning pedagogy and is derived from, and specifically aligned with, Common Core State Standards and Arizona Academic Standards for content (science and social studies). The process for curriculum development involves ongoing Professional Learning Community (PLC) commitment to; the creation, revision and enhancement of curriculum through the consistent analysis of student data, developing a greater commitment to and understanding of authentic ongoing assessments in the regular classroom, formal student performance benchmark testing, a strong commitment to professional development with an emphasis on using data and assessments to develop engaging differentiated learning experiences, consistent collaboration with the school's Expeditionary Learning consultant and strategic planning efforts. La Tierra's PLC meets for professional development every Wednesday afternoon for two hours. Our faculty is committed to:

- Developing project based, cross curricular, vertically aligned thematic units of study/expeditions.
- Reviewing and implementing of school-wide curriculum maps and pacing guides for mathematics, aligned with the CCSS and Everyday Mathematics curriculum.
- Developing, identifying and adopting supplemental materials for a wider, deeper model of learning in mathematics - enriching our curriculum.
- Developing and implementing of school-wide curriculum maps and pacing guides for English language arts, aligned with CCSS and vertically aligned Kindergarten through eighth grades.
- Using pre and post assessments, as well as benchmark data, to develop flexible intervention groups for small group instruction based on individual needs in both math and English language arts.
- Common protocols that are vertically aligned and developed to establish common language throughout the grades.
- Reviewing aggregate data to consistently to determine areas of intervention support.

Instruction:
La Tierra Community School teachers are required to turn in weekly lesson plans. All teachers follow their pacing guides, curriculum maps and expedition plans to develop authentic daily lesson plans for their classrooms that are tied to Arizona State Standards. All teachers use Planbook.com as a common lesson plan template and must include Common Core State standards in their lesson plan books. These are monitored by the director and reviewed for feedback in bi-monthly meetings between the director and individual faculty members. Every faculty member meets individually with the director every other week. This is an opportunity to discuss pop-in observations, brainstorm expedition plans, share feedback, review classroom data and stay on track with the ongoing learning happening in all classrooms. La Tierra implements a formal evaluation system in which all faculty are formally observed three times a year. This process includes a pre-conference to discuss the objectives and learning targets of the lesson to be

observed, the observation and a post-conference for instant feedback. On an informal basis the director does pop-in observations and is often participating in learning in the classrooms. All faculty members, along with board members and some community stake-holders are also involved in a strategic planning process which includes the development of and implementation of a three year Strategic Action Plan. A specific action is devoted to the development and ongoing adaptation and growth of the school's curriculum and instructional methods.

Assessment:
La Tierra Community School has a comprehensive assessment system that includes the implementation of benchmark assessments using Tyler Technologies Galileo assessment system to benchmark assess all students in Math, ELA and Writing three times a year (fall, winter, spring). The data demonstrating our student growth in the graphs above, reflects our Galileo benchmark testing results from fall 2012 and winter 2013. We are currently in our testing window for spring 2013 and do not have data complete for spring 2013. La Tierra also benchmark tests all students using Dibels assessment program for reading fluency. Students participate in formal Dibels assessments in the fall, winter and spring. As a faculty, we are committed to the depth of data we receive from the Galileo online system and Dibels fluency assessments. We consistently review student scores to adapt curriculum, develop intervention groups, determine strengths and weaknesses in our instructional effectiveness, identify high -risk student groups based on standards proficiency, to determine the individual needs of our students and to create progress-monitoring assessments for students in need.

Not only does La Tierra use summative assessments, we are consistently creating authentic rubrics to guide our students to develop high quality products. Through our PLCs we are consistently collaborating to develop common writing rubrics that are vertically aligned and differentiated by grade. We have a learning protocol committed to long term learning targets, as well as daily and weekly learning targets. These objectives for learning front-load the students with clear expectations for learning. Students know the purpose for learning and their long term learning goals. Through the ongoing commitment to assessment for and of learning, our benchmarking and assessment data and analysis, we are able to more genuinely adapt to meet the needs of all learners at La Tierra Community School.

Professional Development:
La Tierra Community School professional development plan is aligned with teacher professional growth objectives, the Strategic Action Plan and informed by student data. The school year 2012-2013 has been devoted to developing stronger assessment protocols, creating formative assessment tools and using summative and formative assessments to inform instruction and to develop purposeful differentiation in our classrooms. Every faculty member has participated in 2 hours of weekly professional development throughout the 2012-2013 school year. La Tierra closely collaborated with our Expeditionary Learning school designer (consultant) to implement assessment and differentiation professional development onsite. All faculty have also participated in at least two off site Expeditionary Learning off-site intensive professional development trainings. The professional development intensives are specific to reading, writing and math and include; a commitment to the rigor and shifts of the common core, using assessment to inform instruction, how to give effective feedback and deepening an understanding of Expeditionary Learning pedagogy.

All of the efforts delineated above have added to the continued learning growth of our student body.