The Odyssey Institute for Advanced and International Studies
CTDS 07-85-61-004

The Odyssey Preparatory Academy, Inc. is requesting to increase the CAP for enrollment to 2,000 from 1,700. With the addition of the new site Odyssey Institute for Advanced and International Studies, CTDS 07-85-61-004, the capacity for students has increased by 600. This new facility gives us approximately 22 classrooms for students. Our new site is near capacity and the need for a CAP increase is real to ensure we receive funding for all the students we are educating.
The campus for The Odyssey Institute for Advanced and International Studies opened in August of 2012 and currently facilitates 6th through 9th grade scholars. Because The Odyssey Institute for Advanced and International Studies (CTDS 07-85-61-004) is in its inaugural year, it has not yet received an Academic Performance Rating from the state of Arizona. To offset the lack of supporting state data, the following narrative and documentation intends to make the case for increasing the enrollment cap to support the projected number of students for whom The Institute intends to provide a college preparatory education.

1a. Student Median Growth Percentile

A sustained improvement plan that includes evidence of increased student growth through implementation of a curriculum that contributes to increased student growth in reading and math.

The math curriculum chosen to implement in the 6th through 9th grades is the University of Chicago School Mathematics Project. The University of Chicago School Mathematics Project (UCSMP) was founded in 1983 through an NSF grant with the aim of upgrading and updating mathematics education in elementary and secondary schools throughout the United States. Since its inception it has been the largest university-based mathematics curriculum project in the United States. The UCSMP program has fully incorporated the skills and processes described by the standards of Mathematical

Practice; thus, the Common Core State Standards (CCSS). UCSMP fully covers the high school standards for Mathematics.

The *University of Chicago School Mathematics Project (UCSMP) 6–12 Curriculum* (*Pre-Transition Mathematics*; *Transition Mathematics*; *Algebra*; *Geometry*; *Advanced Algebra*; *Functions, Statistics, and Trigonometry*; and *Precalculus and Discrete Mathematics*) is a project-, inquiry-based Mathematics curriculum emphasizing real-world applications and the use of technology. The program is designed to allow schools to offer the appropriate math to students regardless of grade level. These programs strongly emphasize problem-solving, multiple solutions, conceptual understanding, and applications. Calculators and other technology are extensively used. UCSMP also vertically aligns seamlessly with Singapore Math offered to Odyssey K-5 programs driving inquiry, applications, and visual representations.

The Instructional Design of UCSMP allows it to reach all scholars: emphasizing vocabulary, collaboration, and the SPUR approach. SPUR represents Skills, Properties, Uses, and Representations working to ensure every scholar develops the foundational principles to enable success and relevance. Additionally, the UCSMP model facilitates differentiation providing the tools to both identify and enable access points of learning for each scholar. UCSMP comes with a full compliment of on-line supports for scholars and Teachers. The UCSMP math curriculum is delivered daily for 65 minutes of instruction, 156 hours annually. Growth is measured by unit pre and post tests and through AIMS web, our benchmark and progress monitoring program.

At The Odyssey Institute for Advanced and International Studies Novel studies are used as the basis for reading curriculum at all levels. The novels are used as interdisciplinary units and enhance reading skills such as decoding, comprehension, context clues, vocabulary, development of fluency and written follow-up activities. Growth is measured by unit pre and post tests and through AIMS web, our benchmark and progress monitoring program. *(See Figure 2, Romeo and Juliet, pre and post testing data)*

Novel Studies

6th Grade	7th Grade	8th Grade	9th Grade
The Illiad for Boys and Girls	All Quiet on the Western Front	Fahrenheit 451	To Kill a Mockingbird
The Odyssey for Boys and Girls	Animal Farm	The Spy Who Came in from the Cold	Lord of the Flies
Julius Ceasar	Anne Frank: Diary of a Young Girl	The Strange Case of Dr. Jekyll and Mr. Hyde	Three Tragedies: Romeo & Juliet, Hamlet and Macbeth
The Romantics	Dragonwings	As You Like It	Night
The Prince and The Pauper	The Giver		

A plan for monitoring the integration of the Arizona Academic Standards into instruction.

Informal observations generally occur on a daily basis during the approximate times of 9 a.m. to 11 a.m. This schedule also depends on the day and when meetings are scheduled. Observations may occur later in the day if the administrator is unable to make it to the classrooms in the mornings. These observations are made by the site principals. During daily walk throughs, the principal looks for:

- Classroom learning that is aligned with the unit instructional target: *Phrased as open-ended questions, these targets require critical analysis of the subject matter. A sample Math instructional target might be, "How can my learning in mathematics help me make healthy choices?" A sample Humanities instructional target might be phrased, "Why do people seek independence?"*
- Classroom instruction that is aligned to Common Core Standards: *Compliance with this measure is demonstrated by alignment between the written standard and the observed instruction.*
- Scholar engagement levels: *The measure of engagement is demonstrated by observed behaviors of scholars.*

Communication on the measures mentioned above is typically done via email and reflects both positive and informative/corrective feedback. An amendment to this process has been made for the 2013-2014 school year. Next year, each informal walk through observation will be documented in a form kept on file with the site principal.

Formal observations are scheduled with teachers twice a year. Prior to scheduling the first formal observation, a teacher meets with his/her administrator to discuss goals that they have for themselves as an educator. The goals are not a part of the formal observation but the categories for the goals are directly from the evaluation form. Teacher goals are discussed and reflected upon throughout the course of the school year. When a formal observation occurs, the teacher and administrator meet within 10 days to discuss the evaluation. The teacher and administrator sign the form and a copy is given to the teacher. Elements of the formal evaluation that relate to monitoring the integration of standards into daily instruction are found in Domain One: Planning and Preparation of the formal evaluation piece. These elements include evaluation on the following measures:

- Standards-aligned lessons uploaded to the intranet
- Standards-aligned objectives that are written to reflect scholar learning, not activity.
- Assessments of unit standards to be written before lesson uploads
- Evidence of cross-curricular planning

Documentation of administrators' schedules showing both informal and formal observations of these measures is shown in the following screenshots of their calendars.

(See Figure 1a and 1b, site principal calendars)

A plan for monitoring and documenting increases in student growth in both reading and math.

In order to ensure that scholars are making adequate academic progress and to identify scholars in need of academic support, The Odyssey Institute implements AIMS Web, a universal screening program in grades 6-8.

During the first three weeks of school, all scholars are given a brief standardized test that is aligned to the Common Core Standards in both reading and math. These brief tests are skills-based and measure basic math computation and reading comprehension. Once administered, the tests are graded and placed into a national database (AIMS Web). Once the scores have been placed into the database, reports can be generated that indicate the scholar's performance based upon a nationally normed sample and also their rank within the smaller sample of the school's population.

This process is repeated once again in December, and then finally in the spring of each year. This data is processed in a timely manner and is one measure that is used to make ongoing decisions regarding program pacing and placement throughout the year. Other sources of data are classroom pre and post tests of the lesson or unit. Pre and Post data is used to make adjustments to instructional pacing for students performing at or above grade level in both reading and math. A sample of nationally normed internal data (AIMS web), nationally normed summative data (PSSAT; AIMS), and internal pre and post testing data are shown.

(See Figure 2, Romeo and Juliet, pre and post testing data) (See Figure 3, 7th grade Math Aims data) (See Figure 4, 8th grade reading and math benchmark data by tier)

A professional development plan that contributes to increased student growth in both reading and math.

Each Friday is reserved for professional development training, team meetings, goal setting, evaluation of goals, and tracking student achievement. Illustrated below is a graph showing the professional development offerings for each teacher for the academic year of 2012-2013. This calendar shows the training provided to all teachers throughout the school year, and includes additional trainings offered for the teachers of scholars presenting in the lowest twenty-fifth percentile in reading and math, as well as for special educators. The professional development offerings are designed to maximize the teachers' ability to deliver effective reading and math instruction. Professional development offerings include training in data analysis, scholar assessment, and provide opportunities for vertical and horizontal alignment of instruction. Teachers of scholars in the lowest twenty-fifth percentile are also given additional opportunities to collaborate with team members at other campuses, and are offered intensive trainings in curricula and strategies specific to their student population. In addition to ongoing Friday professional development and Professional Learning Communities, the first two weeks of August are devoted to intensive teacher training. The first week of this two-week August training is shown.

(*See Figure 5, 6th-9th grade Friday PD offerings),* (*See Figure 6, Wk 1, August training)*

1b. Student Median Growth Percentile-Bottom 25%

A sustained improvement plan that includes evidence of increased student growth through implementation of a math curriculum designed for students in the lowest 25% and a reading curriculum designed for students in the lowest 25%.

Instruction for scholars presenting in the lowest 25th percentile of math and reading utilizes a hybrid of online and offline instruction and is delivered in flexible, leveled, small group format in a classroom setting referred to as the Math Lab or the Reading Lab.

The Math Triumphs Intervention Curriculum by McGraw Hill is used for students who are struggling in mathematics concepts two or more grade levels below their current grade level. The goal of the Math Triumphs curriculum is to provide scholars with the skills to learn successfully and efficiently so that they can achieve with basic grade level materials. The program is intended as a course for students to accelerate their learning and be able to return successfully to the regular program. Assessment is diagnostic and imbedded so that the teacher can better monitor entrance and exit from the program. Some of the features that differentiate this intervention curriculum from the typical textbook are:

- consumable volumes that allow for flexibility and personalized instruction
- connections between concepts that reveal big ideas
- truly differentiated instruction, not just differentiated examples
- presentation of small chunks of content
- numerous examples for different strategies

Math Triumphs has been a valuable resource for teaching scholars presenting in the lowest twenty-five percent in mathematics because it has the flexibility to be used in varied settings, such as the classroom, before or after school, or in tutoring sessions. Its focus on mastering missing foundational skills and concepts from prior grades that are prerequisites to the scholar's current grade and curriculum supports the Odyssey Institute's goal of seeing all scholars master grade-level or above grade level standards. An additional supplemental mathematics curriculum that has been effective in assessing individual scholar progress and supporting targeted skill acquisition has been the A Plus technology-based curriculum and assessment piece.

To support scholars who present in the bottom twenty-fifth percentile in reading, The Odyssey Institute has taken a dual approach. In the 2012-2013 school year, the Institute utilized a specific, short-term intervention program called Reading Horizons. Reading Horizons is an Orton-Gillingham-based reading program that is systematic, explicit, and multi-sensory in nature and provides students with phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. The program has both an offline and online component that allows teachers to differentiate reading instruction to an amazing level of specificity. This one-year reading intervention program was implemented for all scholars at The Institute who Fell Far Below in reading on the AIMS test in the year preceding the current school year. Utilizing the diagnostic portion of the program, teachers have the ability to monitor student growth and specific reading skills.

(See Figure 7a and 7b, Reading Horizons data tables)

Building upon this foundation, in the 2013-2014 school year, scholars still presenting in the lowest twenty-fifth percentile in reading will have a double-dose of reading. They will attend both their regular Language A class and a supplemental reading class during the elective period of the day. This double-dose class will be taught by a certified reading specialist. The specialist will work hand in hand with the classroom Language A teachers so they are continuing with the same lessons and units. The specialist will modify and reinforce the concepts and novels taught in the Language A class. Because the inability to read well has far reaching academic implications, this reading class will also focus on reading strategies, test taking skills, study skills and organization. Criteria for entry into the intervention reading class will be taken from a combination of AIMS data, teacher recommendation, and internal screenings for fluency, prosody, and comprehension. *(See Figure 8, 9th grade reading screening)*

A plan for monitoring the integration of the Arizona Academic Standards into instruction.

Informal observations generally occur on a daily basis during the approximate times of 9 a.m. to 11 a.m. This schedule also depends on the day and when meetings are scheduled. Observations may occur later in the day if the administrator is unable to make it to the classrooms in the mornings. These observations are made by the site principals. During daily walk throughs, the principal looks for:

- Classroom learning that is aligned with the unit instructional target. Phrased as open-ended questions, these targets require critical analysis of the subject matter. A sample Math instructional target might be, “How can my learning in mathematics help me make healthy choices?” a sample Humanities instructional target might be phrased, “Why do people seek independence?”
- Classroom instruction that is aligned to Common Core Standards. Compliance with this measure is demonstrated by alignment between the written standard and the observed instruction.
- Scholar engagement levels. The measure of engagement is demonstrated by observed behaviors of scholars.

Communication on the measures mentioned above is typically done via email and reflects both positive and informative/corrective feedback. An amendment to this process has been made for the 2013-2014 school year. Next year, each informal walk through observation will be documented in a form kept on file with the site principal.

Formal observations are scheduled with teachers twice a year. Prior to scheduling the first formal observation, a teacher meets with his/her administrator to discuss goals that they have for themselves as an educator. The goals are not a part of the formal observation but the categories for the goals are directly from the evaluation form. Teacher goals are discussed and reflected upon throughout the course of the school year. When a formal observation occurs, the teacher and administrator meet within 10 days to discuss the evaluation. The teacher and administrator sign the form and a copy is given to the teacher. Elements of the formal evaluation that relate to monitoring the integration of standards into daily instruction are found in Domain One: Planning and Preparation of the formal evaluation piece. These elements include evaluation on the following measures:

- Standards-aligned lessons uploaded to the intranet
- Standards-aligned objectives that are written to reflect scholar learning, not activity.
- Assessments of unit standards to be written before lesson uploads
- Evidence of cross-curricular planning

Documentation of administrators' schedules showing both informal and formal observations of these measures is shown in the following screenshots of their calendars.

(See Figure 1a and 1b, Site principal calendars)

A plan for monitoring and documenting increases in student growth for students in the bottom 25% in reading and the bottom 25% in math.

The comprehension and fluency progress of scholars presenting in the bottom 25% in reading is monitored and documented in the following ways: Reading Horizons data, consistent universal screenings that graph individual scholar performance on grade level comprehension measures, and pre and post tests of leveled passages. Utilizing these measures, administration and teachers are able to monitor scholar growth in a specific, targeted manner.

(See Figure 7a and 7b, Reading Horizons data tables) (See Figure 2, Romeo and Juliet, pre and post testing data) (See Figure 4, 8th grade reading and math benchmark data by tier)

The skills progress of scholars presenting in the bottom 25% in mathematics is monitored and documented in the following way: A general unit pre assessment is given to all scholars (Classwide Course Assessment) to properly assess classwide prior knowledge of the content and to determine levels and pacing of the instructional unit. Throughout the unit, mastery-based assessment of specific splinter skills is utilized to allow scholars to make rapid individual progress in mathematics. Utilizing this method, scholar progress is documented and monitored in two ways: overall unit scores (pre and post testing) and individual mathematics skills. Additionally, scholars are consistently benchmarked against their peers and a nationally-normed data base to ensure adequate rate of progress.

(See Figure 9, Math Lab Classwide Course Assessment data tables) (See Figure 10, Math Lab Skills data table) (See Figure 4, 8th grade reading and math benchmark data by tier)

A professional development plan that contributes to student growth for those students in the bottom 25% in reading and the bottom 25% in math.

In addition to the extensive professional development provided for all Odyssey staff members, additional professional development support is given to teachers of scholars in the lowest percentile in reading and math and all special educators. Specific details of this support include the services of an outside consultant hired to provide 16 hours of on-site training in the Reading Horizons curriculum as well as an outside consultant hired to provide 16 hours of on-site training in A Plus. The training for these two curriculums was provided for both intervention staff and special educators and took place throughout the school year on six different occasions. (3 trainings each) Additional trainings targeted

specifically for those scholars presenting in the lowest twenty-fifth percentile in reading and math are listed. (*See Figure 5, 6th-9th grade Friday PD offerings)*

2a. Percent Passing

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of a curriculum that contributes to increased student proficiency.

The University of Chicago School Mathematics Project implemented at The Odyssey Institute for Advanced and International Studies was chosen for its rigor and because it serves as a bridge between the Singapore Math program utilized at the lower school levels.

The UCSMP program has fully incorporated the skills and processes described by the standards of Mathematical Practice as outlined in the Common Core State Standards. UCSMP fully covers the high school standards for Mathematics.

Looking forward, the UCSMP Mathematical model prepares scholars for Common Core and PARC assessments by providing an inquiry, project-based curriculum that emphasizes application as well as technology. The two main components to the CCSS are The Standards for Mathematical Practice and The Standards for Mathematical Content requiring the explicit requirement that specific mathematical practices be fully incorporated into instruction and assessments. These practices are based upon standards identified by the National Council of Teachers of Mathematics and the National Research Council. The UCSMP program has fully incorporated the skills and processes described by the Standards for Mathematical Practice. Activities within the UCSMP curriculum are based upon such standards for mathematical practice and are included in every lesson as well as projects. Additionally, the differentiated curriculum prepares scholars for global challenges and standardized testing through application, enhanced vocabulary, and its four types of questions following CARE: **C**overing the ideas testing overall concepts, **A**pplying going beyond lesson examples with an emphasis on real-world problem solving, **R**eviewing questions from earlier content makes learning interrelated, **E**xploration allows for scholars to explore ideas. This approach makes learning relevant and allows for scholars to make critical connections.

The Odyssey Institute for Advanced and International Studies is in the candidacy phase of the IB Middle Years Program and chooses the novels for study from the Language A PLA (Prescribed List of Authors) as mandated by the IB MYP guidelines. There are nine specific criteria that teachers use to teach and assess each novel. Each of these nine criteria are explored through oral discussion questions, activities, and writing prompts that are aligned to the Common Core Standards.

- Written organization, presentation, and language skills: *Scholars are taught to respond to literature with coherent ideas and to construct effective formal writing.*

- Knowledge and understanding of literary works: *Students are taught see literary works both as the expression of an author's individual creativity and as*

representatives of their genre and period and required to demonstrate their understanding.

- Written organization, presentation, and language skills: *Scholars are taught to respond to literature with coherent ideas and to construct effective formal writing.*

- Relationship between works: *Scholars are given frequent opportunities to discuss the links between works, the differences and similarities in their context, style, structure, and theme.*

- Cultural values and context: *Scholars are taught to understand cultural values as expressed in literature, and the significance of context in literary works. The actions of the characters in a literary work should not be judged by the student's own time and culture. This applies to attitudes towards social, cultural and political issues such as the position of women, and also to religion, sexuality, racial attitudes and democracy.*

- Substantiation and justification of ideas: *Scholars are taught that when writing and speaking about literature, statements or assertions must be validated and have evidence to support them.*

- Analysis of literary techniques: *Scholars are taught to analyze language, structure, technique, and style and to understand the difference between description and analysis of literature.*

- Evaluation: *Scholars are taught to recognize how and why literature affects the reader.*

- Independent literary criticism: *Scholars are* expected to be able to apply their own skills of literary analysis to a prose passage or poem they have not seen before.

- Visual skills: *Scholars are encouraged to heighten their awareness of the interactions between text and images within the work.*

In addition to the rigor of the nine elements explored in each Language A text, the Prescribed List of Authors allows teachers to adequately meet the Common Core Standard requiring variety in the range, complexity, and quality of text.

A plan for monitoring the integration of the Arizona Academic Standards into instruction.

Informal observations generally occur on a daily basis during the approximate times of 9 a.m. to 11 a.m. This schedule also depends on the day and when meetings are scheduled. Observations may occur later in the day if the administrator is unable to make it to the classrooms in the mornings. These observations are made by the site principals. During daily walk throughs, the principal looks for:

- Classroom learning that is aligned with the unit instructional target. Phrased as open-ended questions, these targets require critical analysis of the subject

matter. A sample Math instructional target might be, “How can my learning in mathematics help me make healthy choices?” a sample Humanities instructional target might be phrased, “Why do people seek independence?”
- Classroom instruction that is aligned to Common Core Standards. Compliance with this measure is demonstrated by alignment between the written standard and the observed instruction.
- Scholar engagement levels. The measure of engagement is demonstrated by observed behaviors of scholars.

Communication on the measures mentioned above is typically done via email and reflects both positive and informative/corrective feedback. An amendment to this process has been made for the 2013-2014 school year. Next year, each informal walk through observation will be documented in a form kept on file with the site principal.

Formal observations are scheduled with teachers twice a year. Prior to scheduling the first formal observation, a teacher meets with his/her administrator to discuss goals that they have for themselves as an educator. The goals are not a part of the formal observation but the categories for the goals are directly from the evaluation form. Teacher goals are discussed and reflected upon throughout the course of the school year. When a formal observation occurs, the teacher and administrator meet within 10 days to discuss the evaluation. The teacher and administrator sign the form and a copy is given to the teacher. Elements of the formal evaluation that relate to monitoring the integration of standards into daily instruction are found in Domain One: Planning and Preparation of the formal evaluation piece. These elements include evaluation on the following measures:

- Standards-aligned lessons uploaded to the intranet
- Standards-aligned objectives that are written to reflect scholar learning, not activity.
- Assessments of unit standards to be written before lesson uploads
- Evidence of cross-curricular planning

Documentation of administrators’ schedules showing both informal and formal observations of these measures is shown in the following screenshots of their calendars.

(See Figure 1a and 1b, Site principal calendars)

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through monitoring and documenting student proficiency.

At Odyssey, the monitoring and documenting of scholar of proficiency on state assessments is a team endeavor. The administrative team spends the month of July analyzing the data. The multiple perspectives on this team include that of the teacher coach; the curriculum coordinator, the directors, the principals, the intervention coordinator, and the special education director. Using these multiple perspectives, standardized assessments are analyzed to ensure best practice in curriculum design, teacher training, instructional scheduling, and content delivery and differentiation. Privately, this data is analyzed first globally, (district wide), then locally (school specific)

and finally, individually (student specific). This information is processed in a variety of ways: pivot prediction tables; color-coded risk labels; comparisons of specific grade gains (campus-to-campus; class-to-class), and local school comparisons.

Once this information has been processed by the administration team, specific information pertaining to grade level targets, individual scholar growth or needs is shared with district staff members via google docs. This method of delivery allows staff members and teachers to access the documents throughout the year and simplifies the delivery system when updated scores are placed into the document or spreadsheet.

Finally, in August, all parents are given their scholars AIMS scores and general school-wide and district comparisons results are published and placed on the district website.

(*See Figure 11, Goodyear 2011 Pivot Table) (See Figure 12, TOPA AIMS Comparisons)*

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through a professional development plan that contributes to increased proficiency.

Prior to the start of the school year, a professional development day is dedicated to analysis of the prior year's data. The initial analysis incorporates AIMS blueprints and curriculum mapping, data walks and identification of struggling scholars. This initial analysis is followed up with specific instruction for teachers in how to align specific strands from the AIMS to intervention curricula such as Buckle Down. For example, if a grade-wide deficiency was found on a particular strand of the math portion of the AIMS, a plan is created to integrate specific Buckle Down questions at the start of each math lesson. The question(s) would be discussed in a whole class format as well as problem-solving strategies. This process of data analysis is taught and modeled with teachers during August professional development.

(See Figure 13, Professional Development Calendar, Week 2)

2b & 2c. Percent Passing Composite School Comparison

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math as compared to schools that serve similar populations through implementation of a curriculum that contributes to student proficiency for those with disabilities.

At The Odyssey Institute for Advanced and International Studies we support the integration of students with learning disabilities into the mainstream curriculum to the fullest extent possible. To this end, special educators are trained extensively in the core curricula as well as in intervention curricula and provide push-in support for scholars within the general education or intervention classrooms. Whenever possible, the curriculums used to support our lowest twenty-fifth percentile of scholars is also used to support those scholars with learning disabilities. These curriculums are described below:

Instruction for scholars presenting in the lowest 25th percentile of math and reading utilizes a hybrid of online and offline instruction and is delivered in flexible, leveled, small group format in a classroom setting referred to as the Math Lab or the Reading Lab.

The Math Triumphs Intervention Curriculum by McGraw Hill is used for students who are struggling in mathematics concepts two or more grade levels below their current grade level. The goal of the Math Triumphs curriculum is to provide scholars with the skills to learn successfully and efficiently so that they can achieve with basic grade level materials. The program is intended as a course for students to accelerate their learning and be able to return successfully to the regular program. Assessment is diagnostic and imbedded so that the teacher can better monitor entrance and exit from the program. Some of the features that differentiate this intervention curriculum from the typical textbook are:

- consumable volumes that allow for flexibility and personalized instruction
- connections between concepts that reveal big ideas
- truly differentiated instruction, not just differentiated examples
- presentation of small chunks of content
- numerous examples for different strategies

Math Triumphs has been a valuable resource for teaching scholars presenting in the lowest twenty-five percent in mathematics because it has the flexibility to be used in varied settings, such as the classroom, before or after school, or in tutoring sessions. Its focus on mastering missing foundational skills and concepts from prior grades that are prerequisites to the scholar's current grade and curriculum supports the Odyssey Institute's goal of seeing all scholars master grade-level or above grade level standards.

An additional supplemental mathematics curriculum that has been effective in assessing individual scholar progress and supporting targeted skill acquisition has been the A Plus technology-based curriculum and assessment piece.
To support scholars who present in the bottom twenty-fifth percentile in reading, The Odyssey Institute has taken a dual approach. In the 2012-2013 school year, the Institute utilized a specific, short-term intervention program called Reading Horizons. Reading Horizons is an Orton-Gillingham-based reading program that is systematic, explicit, and multi-sensory in nature and provides students with phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. The program has both an offline and online component that allows teachers to differentiate reading instruction to an amazing level of specificity. This one-year reading intervention program was implemented for all scholars at The Institute who Fell Far Below in reading on the AIMS test in the year preceding the current school year. Utilizing the diagnostic portion of the program, teachers have the ability to monitor student growth and specific reading skills.
(See Figure 7a and 7b, Reading Horizons data tables)

Building upon this foundation, in the 2013-2014 school year, scholars still presenting in the lowest twenty-fifth percentile in reading will have a double-dose of reading. They will attend both their regular Language A class and a supplemental reading class during the elective period of the day. This double-dose class will be taught by a certified reading specialist. The specialist will work hand in hand with the classroom Language A teachers so they are continuing with the same lessons and units. The specialist will modify and reinforce the concepts and novels taught in the Language A class. Because the inability to read well has far reaching academic implications, this reading class will also focus on reading strategies, test taking skills,study skills and organization. Criteria

for entry into the intervention reading class will be taken from a combination of AIMS data, teacher recommendation, and internal screenings for fluency, prosody, and comprehension. *(See Figure 8, 9th grade reading screening)*

A plan for monitoring the integration of the Arizona Academic Standards into instruction.

Informal observations generally occur on a daily basis during the approximate times of 9 a.m. to 11 a.m. This schedule also depends on the day and when meetings are scheduled. Observations may occur later in the day if the administrator is unable to make it to the classrooms in the mornings. These observations are made by the site principals. During daily walk throughs, the principal looks for:

- Classroom learning that is aligned with the unit instructional target. Phrased as open-ended questions, these targets require critical analysis of the subject matter. A sample Math instructional target might be, "How can my learning in mathematics help me make healthy choices?" a sample Humanities instructional target might be phrased, "Why do people seek independence?"
- Classroom instruction that is aligned to Common Core Standards. Compliance with this measure is demonstrated by alignment between the written standard and the observed instruction.
- Scholar engagement levels. The measure of engagement is demonstrated by observed behaviors of scholars.

Communication on the measures mentioned above is typically done via email and reflects both positive and informative/corrective feedback. An amendment to this process has been made for the 2013-2014 school year. Next year, each informal walk through observation will be documented in a form kept on file with the site principal.

Formal observations are scheduled with teachers twice a year. Prior to scheduling the first formal observation, a teacher meets with his/her administrator to discuss goals that they have for themselves as an educator. The goals are not a part of the formal observation but the categories for the goals are directly from the evaluation form. Teacher goals are discussed and reflected upon throughout the course of the school year. When a formal observation occurs, the teacher and administrator meet within 10 days to discuss the evaluation. The teacher and administrator sign the form and a copy is given to the teacher. Elements of the formal evaluation that relate to monitoring the integration of standards into daily instruction are found in Domain One: Planning and Preparation of the formal evaluation piece. These elements include evaluation on the following measures:

- Standards-aligned lessons uploaded to the intranet
- Standards-aligned objectives that are written to reflect scholar learning, not activity.
- Assessments of unit standards to be written before lesson uploads
- Evidence of cross-curricular planning

Documentation of administrators' schedules showing both informal and formal observations of these measures is shown in the following screenshots of their calendars.

(See Figure 1a and 1b, Site principal calendars)

A plan for documenting student proficiency for those students with disabilities.

As necessary in an inclusion model of instruction, individual student progress for those scholars with disabilities (IEP goals) is documented by both the special educator and the classroom teacher every two weeks. A collaborative document with the scholar's individualized instructional goals is completed every two weeks by the teacher and the special educator. This document is then translated by the special educator into measurable progress towards the scholar's IEP goals and shared with all stakeholders.

(See Figure 14, Documenting Student Proficiency, students with disabilities)

A professional development that contributes to student proficiency for those students with disabilities.

In addition to the extensive professional development provided for all Odyssey staff members, additional professional development support is given to teachers of scholars in the lowest percentile in reading and math and all special educators. Specific details of this support include the services of an outside consultant hired to provide 16 hours of on-site training in the Reading Horizons curriculum as well as an outside consultant hired to provide 16 hours of on-site training in A Plus. The training for these two curriculums was provided for both intervention staff and special educators and took place throughout the school year on six different occasions. (3 trainings each) Additional trainings targeted specifically for those scholars presenting in the lowest twenty-fifth percentile in reading and math are listed.

(*See Figure 5, 6th-9th grade Friday PD offerings)*

3a. A-F Letter Grade State Accountability System

A sustained improvement plan to meet A-F targets and to increase student growth and proficiency that has not yet been discussed.

The measures above fully discuss our efforts to meet A-F accountability targets.

4a. High School Graduation Rate

A sustained improvement that provides evidence of increasing the percent of entering 9th graders who graduate from high school in four years.

The Odyssey Institute (OI) plays an active role in ensuring our scholars are inspired about learning and becoming life-long learners. OI seeks to create a safe and inspiring culture by offering a project-based curriculum in a safe and supportive culture. To that end Odyssey has implement several programs and practices to include the International Baccalaureate (IB) framework, Educators for Social Responsibility (ESR), Personal Education Plan (PEP), and Credit Recovery.
The OI feels that central to maximizing and maintaining graduation rates is making learning fun and relevant. Learning is made fun when scholars feel safe to both take chances and to be a part of the school culture, they belong. This is accomplished

through the intentional programs Odyssey has implemented with an inquiry-based curriculum that works to each scholars strengths, allowing academic choice by the scholar to express his or her knowledge. The inquiry-, project-based curriculum also makes learning relevant as scholars see the applicability to their lives. Odyssey also has an inherent interdisciplinary component to its IB framework that works to further make learning relevant to scholars.

Odyssey has also implemented the ESR template for building relationships and ensuring scholars feel valued and respected. The OI assigns an Advisor to each scholar through Advisory who follows each scholar throughout their High School career serving as Mentors, Counselors, and Advisors building strong relationships. Advisory assists in building a culture of belonging and respect whereby each scholar is acknowledged and allowed a voice in their education. Advisory meets bi-weekly to allow scholars to work on interpersonal relationships and also work with the Advisors to establish goals and their Education, Career, and Action Plan (ECAP) for four years of High School. These goals are monitored and adjusted as necessary to allow for each individual scholar to have an individual plan to reach his or her goal(s).

The PEP program at The Institute offers a proactive intervention framework by which any scholar who falls below 80% is placed upon a PEP. Our goal is to intervene and identify weaknesses, whether academic or skills, to enable the scholar to work to his or her full potential. The basic components involve Teacher / scholar meeting, a scholar reflection, and a plan devised by the Teacher, scholar, and parent(s). Once the Teacher and scholar reflect upon why the scholar is struggling, a meeting or conversation is had with the parents so all can agree upon an improvement plan for the scholar before he or she has fallen too far behind by which he or she feels like a recovery is not possible, lose hope.

OI has also instituted a Credit Recovery Program in the Summer to facilitate scholars making up lost credit. Scholars will make up their credits by taking classes through A+ (K12) online classes that meet state standards for that subject. K12 is accredited in Arizona through AdvancED. Requisite credit will be awarded for successfully completed courses to ensure the scholar stays on target for graduation.

Appendix:

Provided below in Figures 1-13 is documentation of the programs and data described in this narrative. The Odyssey Institute for Advanced and International Studies looks at data from multiple perspectives. We strive to use foresight and balance in our approach to implementing the data driven decisions that result from this ongoing analysis. Scholar and program growth are approached in a collaborative manner with scholar success as the end goal. We take great pride in our programs and the educational choice The Odyssey Preparatory Academy Family of Schools has brought to the West Valley. We will continue our drive towards meeting the criteria for excellence set by the state of Arizona and remain dedicated to our core values.

Figure 1a and 1b: *Site principals' calendars showing walkthroughs and formal evaluations*

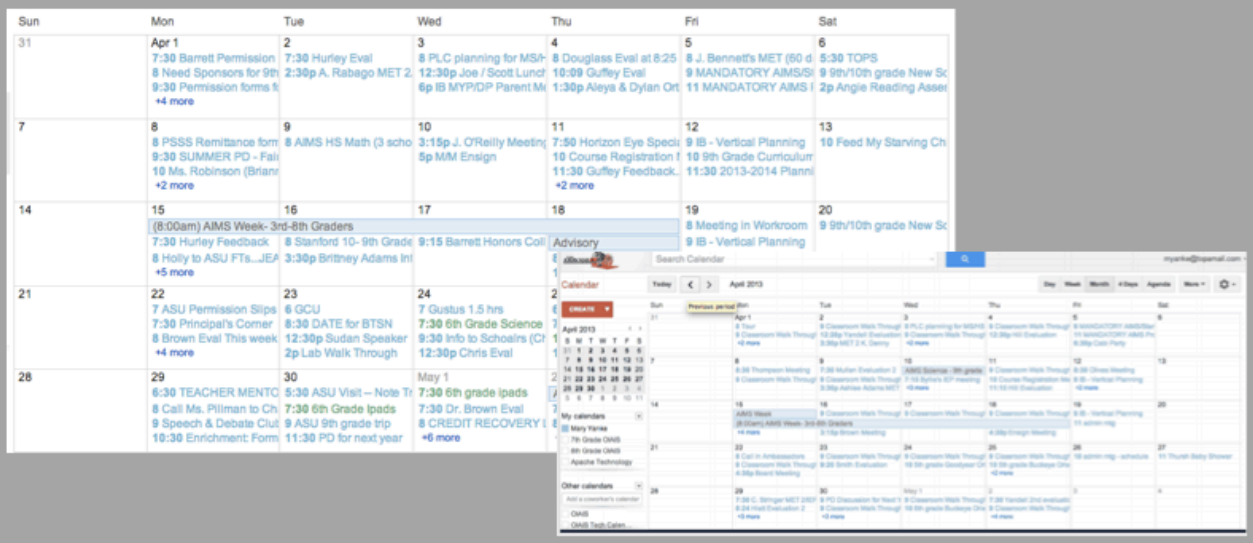


Figure 2: *Romeo and Juliet, pre and post testing data*

PRE-TEST: *Romeo and Juliet* Terminology	POST-TEST: Romeo and Juliet Terminology	Increase:
[redacted]		
52	70	18
57	87	30
35	91	56
52	100	48
57	96	39
65	100	35
26	87	61
13	65	52
26	100	74
4	48	44
35	83	48
39		
43		
39		
30		
48		
35		
43		
48		
39		

Figure 3: *7th Grade Math AIMS data*

8th2012.2013mathplacement2

File Edit View Insert Format Data Tools Help All changes saved in Drive

Verdana 10

Total: 18

A	B	C	D	E	F	G	H
[redacted]							
		7	436	M	448		
		7	463	E	448		
		7	436	M	456		
		7	Math	390	A	M	436
		7	446	E	456		
		7	400	M	436		
		7	Math			M	456
		7	451	E	448		
		7	Math	446	E	M	440

Figure 4: *8th grade reading and math benchmark data by tier*

A	B	C	D	E	F	G	H
8th Grade	M-Concepts/Application	M-Computation	MAZE-Reading Comprehension	8th Grade	M-Concepts/Application	M-Computation	MAZE-Reading Comprehension
Benchmark	8	15	19	Benchmark	8	15	19
Approaching	7	12	17	Approaching	7	12	17
At Risk	6	9	15	At Risk	6	9	15
	6	27	12		15	21	24
	18	46	15		10	29	17
	7	13	22		15	32	17
	2	6	8		6	22	11
	12	13	28		13	30	28
					17	38	32

Figure 5: *6th-9th grade Friday Professional Development*

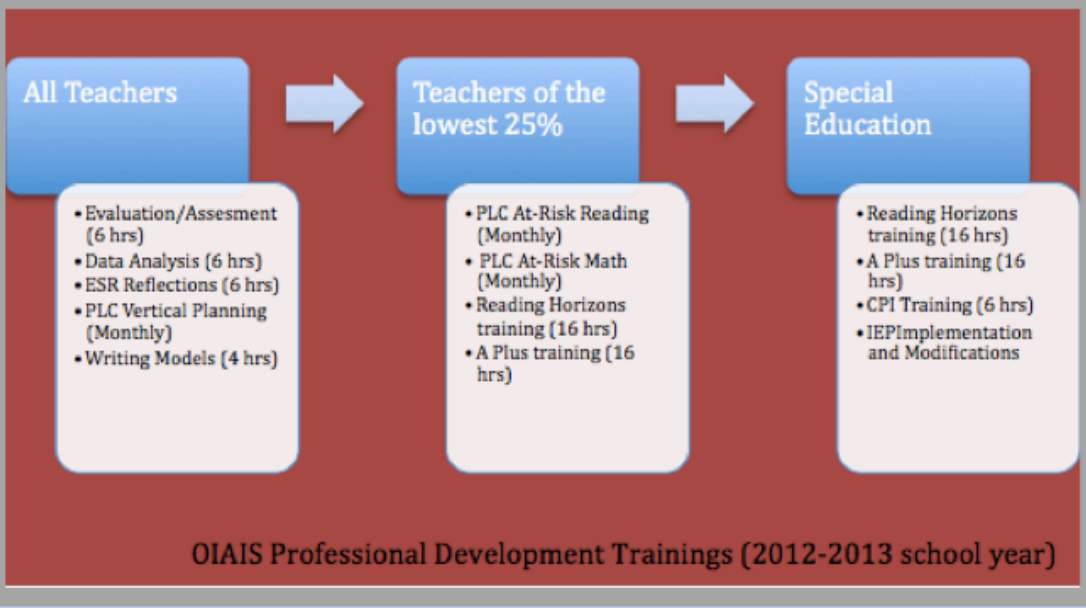


Figure 6: *Week 1, August Professional Development*

PD August 2012	29-Jul	30-Jul	31-Jul	1-Aug	2-Aug
	New Teachers	New Teachers	New Teachers	New Teachers	New Teachers
Time:	8:00-10:00	8:00-10:00	8:00-10:00	8:00-4:00	8:00-10:00
Who:	New Teachers	New Teachers K-6th	New K-2/RtI	New Teachers	New Teachers
What:	Get to Know You	Singapore-Overview	Fundations	RC/ESR	Brain Gym
Where:					
Facilitators:	Olson (make it funny)		Isaacson/Randall	Ladd/Hurley	Ladd
Time:	10:00-12:00	10:00-12:00	10:00-12:00		10:00-12:00
Who:	New Teachers	New Teachers K-2	New K-5th		New Teachers
What:	Policies/Procedures	Singapore K-2nd	CK Inrtro/Thinking Maps		SPED
Where:					
Facilitators:	Crawford		Messer		Perez
Time:	1:00-4:00	1:00-3:00	1:00-3:00		1:00-3:00
Who:	New Teachers	New Teachers 3-6	New K- 5th		New Teachers

Figure 7a and 7b: *Reading Horizons data tables*

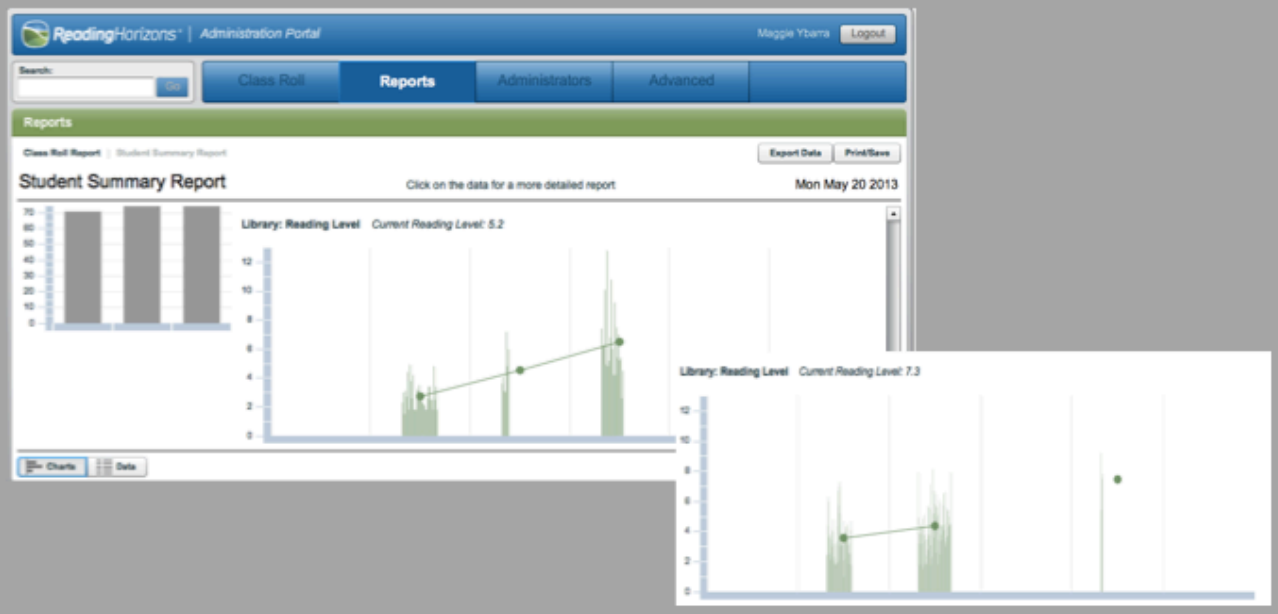
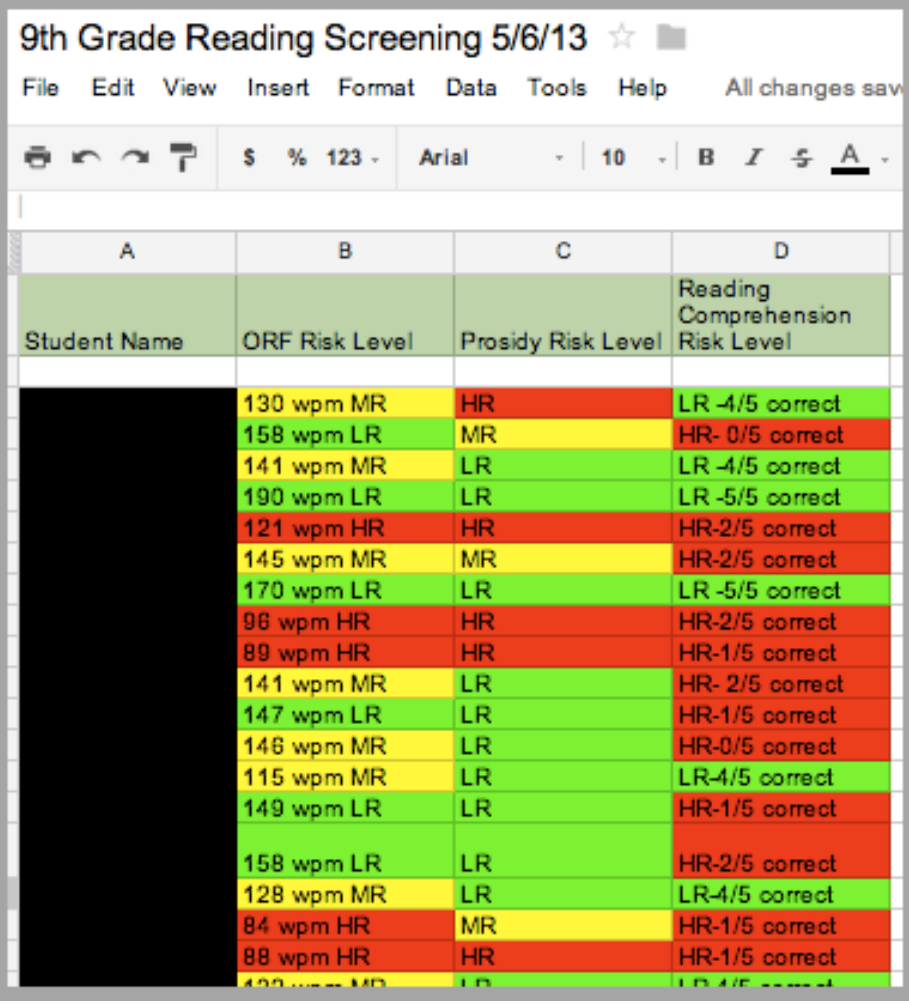


Figure 8: *9th Grade Reading Screening*



9th Grade Reading Screening 5/6/13

File Edit View Insert Format Data Tools Help All changes sav

Arial 10

A	B	C	D
Student Name	ORF Risk Level	Prosidy Risk Level	Reading Comprehension Risk Level
[redacted]	130 wpm MR	HR	LR -4/5 correct
	158 wpm LR	MR	HR- 0/5 correct
	141 wpm MR	LR	LR -4/5 correct
	190 wpm LR	LR	LR -5/5 correct
	121 wpm HR	HR	HR-2/5 correct
	145 wpm MR	MR	HR-2/5 correct
	170 wpm LR	LR	LR -5/5 correct
	96 wpm HR	HR	HR-2/5 correct
	89 wpm HR	HR	HR-1/5 correct
	141 wpm MR	LR	HR- 2/5 correct
	147 wpm LR	LR	HR-1/5 correct
	146 wpm MR	LR	HR-0/5 correct
	115 wpm MR	LR	LR-4/5 correct
	149 wpm LR	LR	HR-1/5 correct
	158 wpm LR	LR	HR-2/5 correct
	128 wpm MR	LR	LR-4/5 correct
	84 wpm HR	MR	HR-1/5 correct
	88 wpm HR	HR	HR-1/5 correct

Figure 11: *Goodyear AIMS Pivot Table*

StudentGrade	2010 Scale	2010 Perf.	2011 Scale	2011 Perform	Improvement
8	452	M	462	M	TRUE
8	461	E	462	M	TRUE
8	466	E	484	E	TRUE
8	461	E	458	M	FALSE
8	445	M	431	M	FALSE
8	457	M	470	M	TRUE
8	384	A	396	FFB	TRUE
8	396	A	355	FFB	FALSE
8	471	E	479	E	TRUE
8	585	E	535	E	FALSE
8	424	M	425	A	TRUE
8	408	A	396	FFB	FALSE
8	466	E	431	M	FALSE
8	420	M	448	M	TRUE
8	324	FFB	411	A	TRUE
8			490	E	TRUE
8	495	E	462	M	FALSE
8			451	M	TRUE
8	488	E	444	M	FALSE
8	448	M	462	M	TRUE
8	488	E	419	A	FALSE
8	461	E	441	M	FALSE
8	466	E	458	M	FALSE
8	369	FFB	422	A	TRUE
8	488	E	508	E	TRUE
8	366	FFB	355	FFB	FALSE
8	430	M	451	M	TRUE
8	390	A	390	FFB	TRUE

8th Grade Math Goodyear

Count of 2011 Performance	
Row Labels	Total
A	7
E	5
FFB	11
M	17
(blank)	
Grand Total	**40**

8th Grade Math-Goodyear False Went Down, T

Count of Improvement	
Row Labels	Total
FALSE	17
TRUE	23
(blank)	
Grand Total	**40**

Figure 9: *Math Lab Class-Wide Course Assessment data tables*

Begin Date - Wednesday, Jul 18, 2012
Class Name - OIAIS Math Lab 8th
Report Generated Date - Monday, May 20, 2013
End Date - Monday, May 20, 2013
Generated By - Maggie Ybarra
Classwide Course Assessment**
School Name - OIAIS

Last	First	Activity	Highest Received	Maximum Possible	Tries
Alvarez	Vianca	Mathematics V Assessment (A)	240	750	1
Zukie	Brooke	Mathematics V Assessment (A)	310	750	1
Coranza	Daniel	Mathematics V Assessment (A)	370	750	1
Denny	Kolton	Mathematics V Assessment (A)	430	750	1
Garcia	Cassandra	Mathematics V Assessment (A)	290	750	1
Gonzalez	Mia	Mathematics V Assessment (A)	310	750	2
Marquez	Sal	Mathematics V Assessment (A)	290		
Stenson	Bobbie	Mathematics V Assessment (A)	340		
Torres	Julian	Mathematics V Assessment (A)	290		
Watts	Terrance	Mathematics V Assessment (A)	170		
Williamson	Jack	Mathematics V Assessment (A)	480		
Smith	Darian	Mathematics V Assessment (A)	280		

Figure 10: *Math Lab Skills Assessment*

Class Name - OIAIS Math Lab 7th
Report Generated Date - Monday, May 20, 2013
Generated By - Maggie Ybarra
Class Assessment Detail**

Last	First	A+LS Skill	Date	#?	Corrects
Bybee	Abraham	Write, compare, and order decimals.	01/24/2013	3	2
DeMarco	Lauren	Algebraic expressions, equations, inequalities	09/06/2012	3	1
DeMarco	Lauren	Area, volume, surface area:plane/space figures (7)	09/06/2012	3	1
DeMarco	Lauren	Calculate and write ratios and percents.	12/11/2012	3	1
DeMarco	Lauren	Calculate/write ratios, proportions, unit rate (7)	09/06/2012	3	2
DeMarco	Lauren	Cardinal and ordinal numbers and place values	11/13/2012	3	3
DeMarco	Lauren	Cardinal and ordinal numbers and place values	09/04/2012	3	2
DeMarco	Lauren	Choose the operation to solve the problem (4)	09/04/2012	3	3

Figure 13: *August Professional Development Calendar, Week 2*

The Odyssey Preparatory Academy August 2013 PD Calendar

5-Aug	6-Aug	7-Aug	8-Aug	9-Aug
			Insurance	
9:00-12:00	8:00-10:00	8:00-10:00	8:00-4:00	8:00-10:00
ALL Teachers	All Teachers	6th-10th	6th-10th NEW to IB	All Teachers
AIMS Data Analysis	Handbook/Policies	ESR/Adv		
OIAIS				
	Crawford	Olson/H		
1:00-4:00	10:00-12:00	10:00-1		
ALL Teachers	All Teachers	IB		
Test Taking Strategie	Insurance	Manage		
	Insurance Peeps	Thrush		
4:00-6:00	1:00-3:00			
All Staff	All Staff			
Mixer	Procedures			
	On your campus			
	Principals			

Figure 12: *TOPA AIMS Comparisons*

Avondale/TOPA-Goodyear

School	Math Mean Scale Score	Math Percent Passing
Copper Trails	413	69
TOPA-Goodyear	**406**	**69**
Desert Star	401	58
Centeria Mirage	400	60
Michael Anderson	394	53
Desert Thunder	390	62
Lattie Coor	379	41
Wildflower School	373	43
Eliseo C. Felix School	372	42

School	Reading Mean Scale Score	Reading Percent Passing
TOPA-Goodyear	**516**	**89**
Copper Trails	511	84
Desert Star	499	74
Centeria Mirage	495	74
Desert Thunder	491	78
Michael Anderson	486	65
Lattie Coor	477	57
Wildflower School	471	66
Eliseo C. Felix School	468	59

Charter/TOPA

School Name	Science Mean Scale Score	Science Percent Passing
Great Hearts Academies - Archway Trivium	546	89
TOPA-Goodyear	**533**	**74**
Bradley Academy of Excellence	505	58

School Name	Math Mean Scale Score	Math Percent Passing
TOPA-Goodyear	**406**	**69**
Great Hearts Academies - Archway Trivium	402	79
Bradley Academy of Excellence	385	50

School Name	Reading Mean Scale Score	Reading Percent Passing
TOPA-Goodyear	**516**	**89**
Great Hearts Academies - Archway Trivium	505	92
Bradley Academy of Excellence	493	73

School Name	Writing Mean Scale Score	Writing Percent Passing
Great Hearts Academies - Archway Trivium	541	81
TOPA-Goodyear	**512**	**64**
Bradley Academy of Excellence	499	58

Figure 13: *Documenting Student Proficiency (students with disabilities)*

9th Grade OIAIS SPED Goals

File Edit View Insert Format Data Tools Help Last edit was made 4 days ago by jholme

Goal

A	B	C	D	E
Goal	Subtraction w/ regrouping 8/10	Multi digit multiplication 8/10	Word/story problems 8/10	Comprehension 4/5 on grade level
Reporting Dates				
10/1/2012	2/10 correct	7/10 correct	2/10 (A+ estimation)	6.5/10
10/15/2012	8/10 correct on 2 digit minus 1 digit w/ regroupoing	4/10 correct	3/5 correct	6/10 correct
10/29/2012	10/12 on 2 digit by 2 digit	7/12 on 3 digit by 1 digit (58%)	4/5 correct on A+ Number sense 1	5/8 correct (63%)
11/12/2012	100% on subtraction	0/11 on 2 digit by 2 digit		8/27 correct on Reading Horizons (30%)
11/26/2012	8/10 correct	7/11 on 3x2 digit (64%)	5/10 correct (A+ problem solving practice)	4.5/7 correct ch.12 & 13 (64)
12/10/2012	100%	8/9 on 3 x 3 digit (89%)	1/10 A+ 1st attempt problem solving	
1/7/2013	100%	4/5 correct 80%	6/10 problem solving practice	
1/21/2013	solve long division problems with whole numbers and decimals	add and subtract fractions with uncommon denominators and simplify	8 out of 10 multi-step word/story problems independently	80% of comprehension questions correctly about a grade level text which he reads
		4/5 correct with	2/10 correct mastery problem	5/6 correct on Ch.