Entity ID 90772

For the 2011-2012 school year, The Odyssey Preparatory Academy-Buckeye (Entity ID 90772) received an Academic Performance Rating rating of C from the state of Arizona. This grade was based on a score of 117. The following narrative addresses how TOPA-Buckeye anticipates a score of 120 or better, and the subsequent rating of B or better, for the 2012-2013 school year.

1a. Student Median Growth: Math

In grades 3-8, the Odyssey Preparatory Academy-Buckeye has created a sustained improvement plan for math scores that enhances our existing Singapore math curriculum and addresses the need to identify concept gaps and scaffold instruction to fill those gaps.

A curriculum that contributes to increased student growth:

Singapore math is a curriculum focused on the learning of mathematical concepts in a deep and spiraled manner. The students must demonstrate mastery of a concept in three ways: first pictorially, secondly by articulating the concept in sentence form, and finally, by using algorithms. Upon further review of both internal data and standardized test scores from the 2011-2012 school year, it was determined that additional resources from the Singapore math curriculum would benefit many of the scholars who were identified with concept gaps. Accordingly, one class at each grade level was designated to receive additional support in the form of the Singapore-provided intervention textbook: *MathWorks*. Using data from the Singapore benchmark tests (administered as a universal screening within the first two weeks of school), the bottom 25% of scholars were identified and provided with this additional intervention.

a plan for monitoring the integration of the Arizona Academic Standards into instruction

In the 2012-2013 school year, it became required that all teachers upload their lesson plans weekly onto a district-wide intranet. The stated requirement is that all lesson plans identify both the AZ and the Common Core standard with which they align. In order to ensure compliance with this important measure, the district-wide teacher coach monitors these lesson plans on a weekly basis. Additionally, standards-aligned lesson planning is now a line-item on the twice yearly teacher evaluation. Both formal and informal observations are used as a measurement tool to ensure instructional standards integration. For informal observations the procedure is as follows: The observer will check for written standards, the observer will observe the lesson for alignment to posted standards, if no standards are written or if instruction does not align to the posted standard, this is communicated via email to the instructional coach. In the first semester of the school year, the directors (2) each do a weekly walkthrough of each classroom, the principal does four weekly walkthroughs of each classroom, and the instructional coach does two weekly walkthroughs of each classroom resulting in a minimum of eight walkthroughs per week. In the first semester of the 2012-2013 school year, no teachers were observed out of compliance with the standards. ***(See Figures 1&2)***

Another measure taken to ensure a systematic approach to standards integration is a collaborative, teacher-created curriculum map. This curriculum map aligns the Core Knowledge Sequence of instruction with the Arizona State Standards. This curriculum map was finalized during the summer of the 2011-2012 school year and drives all standards integration for the 2012-2013 school year. Teachers are required to use this map to develop their lesson plans and to upload these plans to the intranet each Thursday. The lesson plans are monitored for academic integrity upon a weekly basis by the instructional coach. The instructional coach meets weekly with grade levels with lesson plans that do not exhibit academic integrity, modeling appropriate lesson planning. During the first semester of the

2012-2013 school year, 100% (7 out of 7) of the grade levels consistently met the stated weekly requirement of turning in weekly lesson plans purposefully aligned to standards.

a plan for monitoring and documenting increases in student growth
The Odyssey Preparatory Academy-Goodyear has implemented a universal screening process in grades K-8 that documents and monitors scholar growth in both reading and math. AIMS-Web benchmarks are used to identify scholar ranking against a national norm. These rankings and scores are then recorded within the first three weeks of school. These universal screenings are given again in the Winter and Spring. All results are recorded and shared with stakeholders such as parents, teachers, and administrators within three weeks of the screening. Decisions regarding scholar need for additional intervention are made promptly by all stakeholders within this three week window. ***(See Figure 12)***

a professional development plan that contributed to increased student growth:
The administration has identified teacher training as a key component of successful Singapore Math implementation. In the 2012-2013 school year, significant resources have been allocated for this purpose. In addition to the annual 16 hours of Singapore math training provided in August to all Odyssey teachers of math, this year, the consultant services of a Singapore certified trainer were contracted to provide 100 hours of intensive, on-site training that include model lessons and teacher observations with personalized feedback. Teachers are identified as in need of either intensive training or ongoing professional development. In August of the 2012-2013 school year, all teachers new to the Singapore Math Curriculum (7 of 22) or returning teachers identified as in need of additional Singapore training (2 of 22) were provided with 16 hours of training in Singapore Math strategies and methodology. All instruction was provided by an outside consultant who is a certified Singapore trainer. In September of the 2012-2013 school year, these teachers were provided with an initial follow-up visit by the Singapore trainer. During the September follow up, the trainer models a Singapore Math lesson while teachers observe. Following the modeled lesson, a debriefing session is held where teachers analyze the observed lesson. In December of the 2012-2013 school year, the Singapore trainer observed identified teachers while teaching a full-length Singapore Math lesson. Following the observation, the trainer provides personalized feedback to the teacher. At the conclusion of this ongoing training, teachers are either identified as in need of continuing intensive training in Singapore Math or identified as having met the criteria set forth by the instructional coach, Singapore trainer, and administration.

In August of 2012, all teachers of math (13 of 22) were provided with 2 hours of instruction on including the essential elements of Singapore Math into lesson planning. Additional professional development for these teachers is provided by an on-staff Math coach once a month and as needed. ***(See Figure 3)***

1a. Student Median Growth: Reading

Reading: In grades K-8, the Odyssey Preparatory Academy-Buckeye has created a sustained improvement plan for reading scores that utilizes specific daily phonics instruction, uninterrupted reading blocks, and integration of writing across the content areas.

A curriculum that contributes to increased student growth:
Research-based programs to improve student fluency and comprehension have been implemented in the Kindergarten through 8th grades. Based upon reflection upon internal data from AIMS Web benchmarks and scholar performance on Arizona's Instrument to Measure Standards, in the 2012-2013 school year, additional time was allotted to providing an uninterrupted 90 minute reading block in which scholars participate in The Daily Five: a program featuring choice language arts activities that include sustained reading of leveled texts. The research-based phonics program, *Fundations*, is implemented daily with fidelity for all scholars grades Kindergarten through 2nd grade. As well as participating in the Daily

Five program, 3rd-8th grade scholars are exposed to quality literature from the Core Knowledge Sequence in leveled classes. While the Core Literature is not leveled, the pacing of the novel studies is differentiated to meet the needs of all learners. ***(See Figure 5)***

a plan for monitoring the integration of the Arizona Academic Standards into instruction
In the 2012-2013 school year, it became required that all teachers upload their lesson plans weekly onto a district-wide intranet. The stated requirement is that all lesson plans identify both the AZ and the Common Core standard with which they align. In order to ensure compliance with this important measure, the district-wide teacher coach monitors these lesson plans on a weekly basis. Additionally, standards-aligned lesson planning is now a line-item on the twice yearly teacher evaluation. Both formal and informal observations are used as a measurement tool to ensure instructional standards integration. For informal observations the procedure is as follows: The observer will check for written standards, the observer will observe the lesson for alignment to posted standards, if no standards are written or if instruction does not align to the posted standard, this is communicated via email to the instructional coach. In the first semester of the school year, the directors (2) each do a weekly walkthrough of each classroom, the principal does four weekly walkthroughs of each classroom, and the instructional coach does two weekly walkthroughs of each classroom resulting in a minimum of eight walkthroughs per week. In the first semester of the 2012-2013 school year, no teachers were observed out of compliance with the standards. ***(See Figures 1&2)***

Another measure taken to ensure a systematic approach to standards integration is a collaborative, teacher-created curriculum map. This curriculum map aligns the Core Knowledge Sequence of instruction with the Arizona State Standards. This curriculum map was finalized during the summer of the 2011-2012 school year and drives all standards integration for the 2012-2013 school year. Teachers are required to use this map to develop their lesson plans and to upload these plans to the intranet each Thursday. The lesson plans are monitored for academic integrity upon a weekly basis by the instructional coach. The instructional coach meets weekly with grade levels with lesson plans that do not exhibit academic integrity, modeling appropriate lesson planning. During the first semester of the 2012-2013 school year, 100% (7 out of 7) of the grade levels consistently met the stated weekly requirement of turning in weekly lesson plans purposefully aligned to standards.

a plan for monitoring and documenting increases in student growth
The Odyssey Preparatory Academy-Buckeye has implemented a universal screening process in grades K-8 that documents and monitors scholar growth in both reading and math. AIMS-Web benchmarks are used to identify scholar ranking against a national norm. These rankings and scores are then recorded within the first three weeks of school. These universal screenings are given again in the Winter and Spring. All results are recorded and shared with stakeholders such as parents, teachers, and administrators within three weeks of the screening. Decisions regarding scholar need for additional intervention are made promptly by all stakeholders within this three-week window. ***(See Figure 12)***

a professional development plan that contributed to increased student growth:

The Daily Five reading program is a new addition in the 2012-2013 school year, and all teachers utilizing this program spent 15 hours of inservice time devoted to learning both the philosophy behind the Daily Five and the methodology for successful implementation. This training took place in the first three weeks of August before the start of the 2102-2013 school year. A follow up training was scheduled for a Friday in the first quarter of school to clarify expectations and discuss challenges with implementation. At this point in the 2012-2013 school year, the Daily Five has proven to be both student and teacher friendly. In the 2012-2013 school year, all K-2 teachers have received varying levels of training in the *Fundations* phonics program (as determined by their proficiency in the program). The evaluation of the

need for additional training in *Fundations* is performed by an outside (Wilson-certified) consultant. An additional resource that was added this year in the area of professional development in reading was a peer-coaching position. This teacher in this paid position was chosen from multiple applicants throughout the district and deemed an exemplary model in reading instruction and strategies. ***(See Figure 10)***

1b. Student Median Growth Percentile (SGP) Bottom 25%:
a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25%

Reading: Research-based programs to improve student fluency and comprehension have been implemented in the Kindergarten through 8th grades. Based upon reflection upon internal data from AIMS Web benchmarks and scholar performance on Arizona's Instrument to Measure Standards, in the 2012-2013 school year an additional reading program (*Reading Horizons grades 4-8*) was implemented for Tier II and Tier III scholars and an existing reading program (Wilson's *Fundations* curriculum) was expanded to include an additional grade level. The research-based phonics program, *Fundations*, is implemented daily with fidelity for all scholars grades Kindergarten through 2nd grade. K-3 scholars who are identified through the AIMS Web universal screening program as in the lowest 25% in reading are placed into a Tier II intervention group which receives additional reading support in the form of a "double dose" of *Fundations* and increased exposure to leveled texts during center time. The computer-based program Raz Kids is used to assess and individualize instruction for scholars in grades 1-3. In grades 4-8, the *Reading Horizons* program is used. Using a combination of paper-pencil and online instruction, this intensive phonics curriculum builds on many of the strategies used in the Wilson program and adds an additional component of reading comprehension. ***(See Figure 5)***

Math: Research-based curricula to improve math computation and understanding of math concepts and applications have been implemented in the Kindergarten through 8th grades. Based upon reflection on internal data from AIMS Web benchmarks and scholar performance on Arizona's Instrument to Measure Standards, in the 2012-2013 school year, significant additions were made to the math intervention program. Four additional math resources were added (The AIMS-aligned *Buckle Down* series*;* the Singapore-aligned *MathWorks* series; the McGraw Hill Tier III intervention series *Math Triumphs*; and an individualized, online instructional component, *A+)* was implemented for Tier II and Tier III scholars. The Singapore curriculum is implemented daily with fidelity for all scholars grades Kindergarten through 6th grade, with all scholars transitioning from Singapore math into the University of Chicago Series Math Program in 7th and 8th grade. 1st through 3rd grade scholars who are identified both through the AIMSweb universal screening program and the start-of-year Singapore placement tests as in the lowest 25% are placed into a Tier II intervention program. The lowest 25% of scholars in grades 1-3 participate in a leveled math class that utilizes the Singapore intervention workbooks called *MathWorks* along with grade-level core Singapore content. This series of consumables allows for additional practice of the Singapore grade-level concepts with scaffolding. Scholars in these leveled math classes are also provided with manipulatives for each new concept and spend a minimum of 90 uninterrupted minutes practicing those concepts. In addition to the 90 minute math block, the lowest 25% of scholars in grades 1-3 participate in the Audibox program. During Audiblox time, scholars work in a small group setting with a trained Audiblox instructor on a specific curriculum that is proven to increase memory speed and cognitive functioning. In grades 4-8, all scholars participate in a leveled math class. Scholar math placement is determined by a composite of Singapore/Chicago math placement scores, AIMS Web benchmark testing, and previous AIMS scores. Based upon this criterion, the lowest 25% of scholars in grades 4-8 participate in a leveled math class that utilizes a hybrid of resources. Because the instructional gaps for struggling upper-elementary scholars are so diverse and because it is possible that a scholar might present with overall low math scores and yet be missing only one or two key concepts, 30 minutes each day is spent on individualized skills development using the adaptive *A+* software. The settings on the software allow for three grade-level

deviations either up or down. For example, this individualized adaptation allows for a 6th grade student to work on concepts at a 3rd grade level. Next, 45 minutes is spent utilizing a grade-level, standards-based text from the McGraw Hill intervention series of textbooks called *Math Triumphs* in a whole group setting. The final 15 minutes of the 90 minute math block is spent on exposing struggling scholars to the language and concepts presented on the AIMS, using the *Buckle Down* series as a guide.
Described above are the interventions in place (Tier II and Tier III) for scholars already identified as in need of math intervention. Ongoing analysis of scholars' performance on specific skills is performed at the end of each unit. A pre and post test is given each unit (approximately every two weeks) to determine scholars mastery of the math concept. Pre and post test scores are inputted into a shared document on the intranet which is monitored by teachers, the instructional coach, and the on-staff Math coach. ***(See Figure 4)***

a plan for monitoring the integration of the Arizona Academic Standards into instruction
In the 2012-2013 school year, it became required that all teachers upload their lesson plans weekly onto a district-wide intranet. The stated requirement is that all lesson plans identify both the AZ and the Common Core standard with which they align. In order to ensure compliance with this important measure, the district-wide teacher coach monitors these lesson plans on a weekly basis. Additionally, standards-aligned lesson planning is now a line-item on the twice yearly teacher evaluation. Both formal and informal observations are used as a measurement tool to ensure instructional standards integration. For informal observations the procedure is as follows: The observer will check for written standards, the observer will observe the lesson for alignment to posted standards, if no standards are written or if instruction does not align to the posted standard, this is communicated via email to the instructional coach. In the first semester of the school year, the directors (2) each do a weekly walkthrough of each classroom, the principal does four weekly walkthroughs of each classroom, and the instructional coach does two weekly walkthroughs of each classroom resulting in a minimum of eight walkthroughs per week. In the first semester of the 2012-2013 school year, no teachers were observed out of compliance with the standards Another measure taken to ensure a systematic approach to standards integration is a collaborative, teacher-created curriculum map. This curriculum map aligns the Core Knowledge Sequence of instruction with the Arizona State Standards. This curriculum map was finalized during the summer of the 2011-2012 school year and drives all standards integration for the 2012-2013 school year. Teachers are required to use this map to develop their lesson plans and to upload these plans to the intranet each Thursday. The lesson plans are monitored for academic integrity upon a weekly basis by the instructional coach. The instructional coach meets weekly with grade levels with lesson plans that do not exhibit academic integrity, modeling appropriate lesson planning.

A plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25%
Scholars who have been identified as in need of Tier II or Tier III interventions in reading or in math are monitored on a monthly basis. Both the reading and the math curricula in the leveled reading and math classes grades 1-8 require pre and post unit test scores be recorded promptly in a document which is shared by the teacher, the instructional coach, and the Response to Intervention coordinator. In grades 1-3, the lowest 25% of readers are monitored weekly through the *Fundations* fluency screeners, and the lowest 25% of math scholars are monitored every other week through data derived from Singapore pre and post tests. In grades 4-8, growth of scholars in the lowest 25% in math and reading is monitored on a monthly basis by utilizing *AIMS Web* probes for math, and *Reading Horizons* fluency screeners in reading. Additionally, the technology-based, individualized learning components of these programs (*Reading Horizons* and *A+*) are monitored on a monthly basis by the Response to Intervention coordinator to ensure student engagement, time on task, and growth. ***(See Figures 6, 7 & 8)***

A professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%

Reading: In order to devote over 250 hours of professional development annually, the Odyssey Preparatory Academy operates on a 4-day school week. During the first three weeks of August, 2012, before the start of the 2012-2013 school year, K-3 teachers received comprehensive instruction in the *Fundations* program (Wilson) in the areas of phonics, phonemic awareness, and spelling. K-3 teachers also received extensive professional development for such programs as *Expanded Expression Tool* (writing); *Audiblox* (memory and processing speed); and *Daily Five* (reading and writing). In addition, professional consultants from Wilson's *Fundations* and *Reading Horizon's Intensive Phonics* (a Tier II and Tier III intervention) were contracted for the 2012-2013 school year to provide additional training for teachers responsible for those scholars in the bottom 25%.
Throughout the 2012-2013 school years teachers and administrators are continuously progress-monitoring all scholars presenting in the lowest 25% of each grade level in order to prepare targeted training for each Friday's professional development plan. Professional development needs pertaining specifically to those teachers and programs impacting scholars in the lowest 25% are addressed formally after each universal benchmark screening, and informally in ongoing admin discussions. ***(See Figures 10 & 11)***

Math: As with reading, during the first three weeks of August, teachers receive comprehensive instruction in the programs of *Singapore Math*, *A+* (a Tier II and Tier III intervention), mental math, and strategic math games. Throughout the 2012-2013 school years teachers and administrators are continuously progress-monitoring all scholars presenting in the lowest 25% of each grade level in order to prepare targeted training for each Friday's professional development plan. Professional development needs pertaining specifically to those teachers and programs impacting scholars in the lowest 25% are addressed formally after each universal benchmark screening, and informally in ongoing admin discussions. ***(See Figures 10 & 11)***

2a. Percent Passing:

A Curriculum that contributes to increased student proficiency

Singapore math is a curriculum focused on the learning of mathematical concepts in a deep and spiraled manner. The students must demonstrate mastery of a concept in three ways: first pictorially, secondly by articulating the concept in sentence form, and finally, by using algorithms. Upon further review of both internal data and standardized test scores from the 2011-2012 school year, it was determined that additional resources from the Singapore math curriculum would benefit many of the scholars who were identified with concept gaps. Scholars with concept gaps were identified within the first three weeks of the school year by two means: Universal math screening in Math Concepts and Applications and Singapore Math Placement Tests. ***(See Figure 7)*** Scholars in need of supplemental curriculum support were provided with additional intervention curricula. ***(See Figure 4)***

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

In the 2012-2013 school year, it became required that all teachers upload their lesson plans weekly onto a district-wide intranet. The stated requirement is that all lesson plans identify both the AZ and the Common Core standard with which they align. In order to ensure compliance with this important measure, the district-wide teacher coach monitors these lesson plans on a weekly basis. Additionally, standards-aligned lesson planning is now a line-item on the twice yearly teacher evaluation. Both formal and informal observations are used as a measurement tool to ensure instructional standards integration. For informal observations the procedure is as follows: The observer will check for written standards, the observer will observe the lesson for alignment to posted standards, if no standards are

written or if instruction does not align to the posted standard, this is communicated via email to the instructional coach. In the first semester of the school year, the directors (2) each do a weekly walkthrough of each classroom, the principal does four weekly walkthroughs of each classroom, and the instructional coach does two weekly walkthroughs of each classroom resulting in a minimum of eight walkthroughs per week. In the first semester of the 2012-2013 school year, no teachers were observed out of compliance with the standards. ***(See Figures 1&2)***

A plan for monitoring and documenting student proficiency

The Odyssey Preparatory Academy-Buckeye has implemented a universal screening process in grades K-8 that documents and monitors scholar growth in both reading and math. AIMS-Web benchmarks are used to identify scholar ranking against a national norm. These rankings and scores are then recorded within the first three weeks of school. These universal screenings are given again in the Winter and Spring. All results are recorded and shared with stakeholders such as parents, teachers, and administrators within three weeks of the screening. Decisions regarding scholar need for additional intervention are made promptly by all stakeholders within this three-week window. ***(See Figures 7& 12)***

A professional development plan that contributes to increased student proficiency

The administration has identified teacher training as a key component of successful Singapore Math implementation. In the 2012-2013 school year, significant resources have been allocated for this purpose. In addition to the annual 16 hours of Singapore math training provided in August to all Odyssey teachers of math, this year, the consultant services of a Singapore certified trainer were contracted to provide 100 hours of intensive, on-site training that include model lessons and teacher observations with personalized feedback. ***(See Figure 3)***

2b Composite School Comparison

A curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, Students with disabilities

At the Odyssey Buckeye campus there are only 22 scholars who have been identified as ELL. While the administration progress monitors these scholars and provides the necessary interventions, we do not have the numbers of ELL scholars necessary to create a separate program. All ELL scholars who test as *Intermediate* are placed in Tier II of the intervention program; scholars who test as *Basic* are placed in Tier III of the intervention program and receive appropriate intervention curriculums and instructional minutes. Free and Reduced Lunch counts are not taken at Odyssey, therefore cannot be compared in the Composite School Comparison. Tier III Intervention Curriculums are used to meet the instructional needs of scholars with learning disabilities. (***See Figures 4 & 5)***

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

The Odyssey Preparatory Academy uses the inclusion model of instruction, and all scholars designated as English Language Learners participate in the general education classroom with additional support through intervention curricula. Scholars with learning disabilities also receive required service minutes from a special educator using this model. The plan referenced in the narrative above for monitoring the integration of Arizona's Academic Standards is applicable to both scholars with learning disabilities and scholars who have been designated as ELL. Free and Reduced Lunch counts are not taken at Odyssey, therefore cannot be compared in the Composite School Comparison.

A plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, 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 9)***

A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities

Reading: Tier II and Tier III Intervention curriculums contribute to increased scholar proficiency for scholars presenting in the lowest 25%, scholars who qualify as English Language Learners, and scholars with learning disabilities. It essential therefore that Intervention and Special Education staff receive extensive and ongoing training in both core curricula and Tier II and III Intervention curriculum. In addition to the extensive training given to all teachers in the core programs such as Fundations (Phonics) and novel studies, Special Education and Intervention staff receive additional professional development support. During the first three weeks of August, 2012, before the start of the 2012-2013 school year, All K-3 teachers received comprehensive instruction in the *Fundations* program (Wilson) in the areas of phonics, phonemic awareness, and spelling. K-3 teachers also received extensive professional development for such programs as *Expanded Expression Tool* (writing); *RazKids* (computer-based individualized reading instruction); and *Daily Five* (reading and writing). Professional consultants from Wilson's *Fundations* and *Reading Horizon's Intensive Phonics* (a Tier II and Tier III intervention) were contracted for the 2012-2013 school year to provide additional training for teachers responsible for those scholars placed into Tier II or Tier III intervention programs. The professional development plan for reading described in the narrative above for provides additional training for teachers of those scholars with learning disabilities and scholars who have been designated as ELL. Free and Reduced Lunch counts are not taken at Odyssey, and therefore cannot be discussed in this measure. (***See Figures 10 & 11)***

Math: Tier II and Tier III Intervention curriculums contribute to increased scholar proficiency for scholars presenting in the lowest 25%, scholars who qualify as English Language Learners, and scholars with learning disabilities. It essential therefore that Intervention and Special Education staff receive extensive and ongoing training in both core curricula and Tier II and III Intervention curriculum. In addition to the extensive training given to all teachers in the core programs such as Singapore math, Special Education and Intervention staff receive additional professional development support. During the first three weeks of August, 2012, before the start of the 2012-2013 school year, All K-6 teachers received comprehensive instruction in the *Singapore* program. Intervention teachers and Special Educators also received training in *Audiblox* (math memory and processing speed); and *MathWorks* (the Singapore intervention curriculum) Professional consultants from *A Plus Learning Systems* (a Tier II and Tier III intervention) were contracted for the 2012-2013 school year to provide additional training for teachers responsible for those scholars placed into Tier II or Tier III intervention programs. The professional development plan for math described in the narrative above for provides additional training for teachers of those scholars with learning disabilities and scholars who have been designated as ELL. Free and Reduced Lunch counts are not taken at Odyssey, and therefore cannot be discussed in this measure. ***(See Figures 10 & 11)***

3a. A-F Letter Grade State Accountability System

a sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure

Analysis conducted by the administration at TOPA-Buckeye has shown that incoming Kindergarten scholars at The Odyssey Preparatory Academy-Buckeye begin kindergarten knowing, on average, three letter sounds. In order for TOPA-Buckeye to show sustained median growth, it is imperative that we utilize the best programs and people to meet this challenge. We believe the programs outlined in the above narrative will increase median student growth in literacy and mathematics. Additional measures taken by the administration to increase student achievement that are not detailed in this narrative include efforts to increase community awareness of developmental and educational benchmarks. Coordination with local non-profits have been made to this end. In the 2012-2013 school year, increased efforts have been made to communicate with the TOPA-Buckeye stakeholders upon the importance of regular attendance in school, completing homework assignments, and parent participation in the educational process. Monthly letters and personal phone calls have been made to parents of scholars exhibiting trends of tardies and absences, as well as letters sent home to parents outlining specific strategies to try at home for all scholars below benchmark in reading and math. It is expected that this ongoing effort to ensure collaboration between home and school will increase scholar proficiency in reading and math.

a sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous measure

The Odyssey Preparatory Academy-Buckeye has a sustained plan to increase the scores to meet the targets necessary to attain a letter grade of B or better. Elements of this improvement plan include a focus on quality programs in reading and math and quality instruction on how to implement those programs. These goals have been discussed in detail above. Elements of this sustained improvement plan that have not yet been discussed include a three-year plan to meet the targets necessary to become an “A” school. Evaluation of the data indicates that TOPA-Buckeye must specifically focus on median student growth in the areas of reading and math to reach this target. It is our intention to focus on practices within the general education programs that actively engage all scholars and maximize the research-based programs put into place in the 2012-2013 school year. Additionally, the administration at Odyssey will continue the significant investment in professional training and monitoring of these programs for a three-year period in an effort to reach this goal.

Appendix B: Figures 1-12-Buckeye Campus:

Provided below in Figures 1-13 is documentation of the programs and data described in the narrative above. Documentation includes percentages of scholars at, approaching, or below benchmark; specific numerical growth in reading and math by grade level; and screenshots highlighting ongoing collaborative meetings. Collaboration and data-driven adjustments are a hallmark of The Odyssey Preparatory Academy.

Figure 1-Buckeye: A Plan for Monitoring the AZ Standards Into Instruction

(the following is flowchart describing the process by which administrators monitor for standards and by which corrective action is taken)

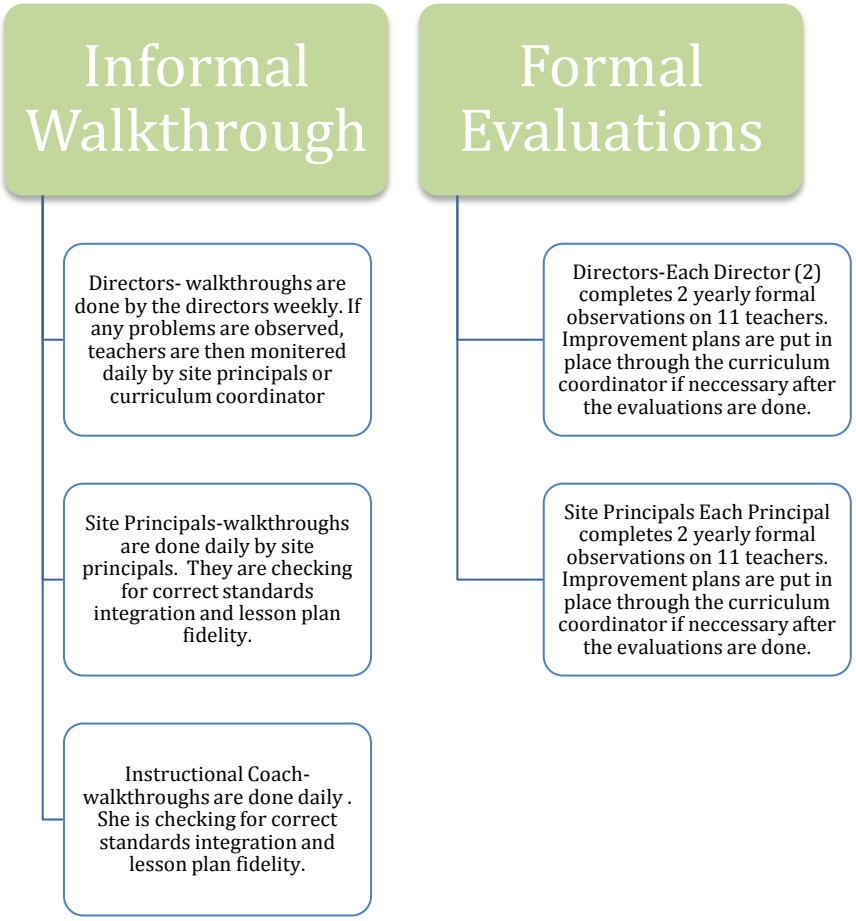

Figure 3-Buckeye: A Professional Development Plan That Contributes to Increased Student Growth

2012-2013 School Year	Attendees
Summer Singapore Math PD	All Math Teachers
On-Site Training	Identified Teachers (7 Teachers
September Follow Up Vist	
Singapore Lesson Modeled	
Debriefing Session	
December Follow Up Visit	
Identified Teachers Observed	
Personalized Feedback	
On-going Friday PD	All Math Teachers
Observed Once a month by Onsite Math Coach	All Math Teachers
Any teacher identified by the on-site instructional coach, begin the training cycle from the independent consultant.	Any Identified Teacher

Figure 2-Buckeye: Documentation to Support the Monitoring AZ Standards Into Instruction

(the following is a screenshot of the Instructional Coach's calendar from 10-23-12 to 10-30-2012 documenting five meetings with teachers to discuss feedback from administrative walkthroughs)

Figure 4-Buckeye: A Curriculum That Contributes To Increased Student Growth in Math For Students In The Lowest 25th Percentile

(the following is a chart that outlines the intervention curriculum(s) and minutes provided, by intervention tier)

Tier I Core Instruction: Singapore Math	Tier II Core Instruction: Singapore Math	Tier II Intervention Instruction: MathWorks/Buckle Down	Tier III Core Instruction:Math Works (Grades 1-3) MathTriumphs (Grades 4-6)	Tier III Small Group Intervention Instruction: MathWorks/Buckle Down	Tier III Individualized Intervention Instruction: Audiblox/A Plus Software
Tier I Total (Daily) Minutes of Instruction: 90	Tier II Total (Daily) Minutes of Math Instruction: 105	(90 minute math block) + (15 minute 'center time'/small group instruction)	Tier II Total (Daily) Minutes of Math Instruction: 120	(90 minute math block) + (15 minute 'center time'/small group instruction) +	(15 minutes of individualized instruction)

Figure 5-Buckeye: A Curriculum That Contributes To Increased Student Growth In Reading For Students In The Lowest 25th Percentile

(the following is a chart that outlines the intervention curriculum(s) and minutes provided, by intervention tier)

Tier I Core Instruction: Phonics (Fundations) Literature (Novel Study: Core Knowledge Sequence)		Tier II Core Instruction: Phonics (Fundations) Literature (Novel Study: Core Knowledge Sequence)	Tier II Small Group Intervention Instruction: Fundations Intervention/ DoubleDose (Grades K-3); Reading Horizons/Offline (Grades 4-6)		Tier III Core Instruction: Phonics (Fundations) Literature (Novel Study: Core Knowledge Sequence)	Tier III Small Group Intervention Instruction: Fundations Intervention/ DoubleDose (Grades K-3); Reading Horizons/Offline (Grades 4-6)	Tier III Individualized Intervention Instruction: Raz Kids (Grades 1-3) Reading Horizons Online (Grades 4-6)
Tier I Total (Daily) Minutes of Reading Instruction: 90		Tier II Total (Daily) Minutes of Reading Instruction: 105	(90 minute reading block) + (15 minute 'center time'/small group instruction)		Tier III Total (Daily) Minutes of Reading Instruction: 120	(90 minute reading block) + (15 minute 'center time'/small group instruction) +	(15 minutes of individualized instruction)

Figure 6-Buckeye: A Plan for Monitoring and Documenting Student Growth in the Lowest 25thPercentile

(the following is a screenshot of the RTI Coordinator's calendar from 9-20-12 documenting grade level meetings with teachers to discuss feedback from benchmark testing (AIMS Web)

Thu Sep 20, 2012	All day	Intro Brace Thinking Map: ALL K- 5th
	All day	AIMS Web Due Grades - AIMS Web Due
	8:15am – 9:00am	Team Collaboration Meeting-1st Grade Buckeye - Buckeye
	9:00am – 9:45am	Team Collaboration Meeting-2nd Grade Buckeye - Buckeye
	1:15pm – 2:15pm	GH - Mrs. Keller's room if possible OR conference room
	2:45pm – 3:30pm	AS info mtg - Mr Meckler's room- if possible
Fri Sep 21, 2012	8:00am – 10:00am	CK Night Info/ CCSS: ELA - Buckeye Gym
	9:00am – 3:00pm	A+ Training

1st Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	76/110 69%	7/110 6%	27/110 25%
2nd Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	100/111 90%	7/111 6%	4/111 4%
3rd Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	94/106 88%	5/106 5%	7/106 7%
4th Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	113/139 81%	3/139 2%	23/139 21%
5th Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	87/106 82%	13/106 12%	6/106 6%
6th Grade Buckeye	Tier I	Tier II	Tier III
Math Computation	93/99 94%	0/99 0%	6/99 6%

Figure 7-Buckeye: A Plan for Monitoring Student Growth

A sample of student academic performance on benchmark tests and their placement into intervention. tiers. This process is completed three times a year.

Figure 8-Buckeye: A Plan for Monitoring Student Growth

A screenshot of individualized progress monitoring for scholars presenting in the lowest 25th percentile. Individual scholar gains are monitored on a monthly basis to ensure progress is commensurate with benchmark goals. (Expected Fluency Gain, etc)

Keller	M-Concepts/Applicat	M-Computation	R-Fluency (wpm/errors)	R-Fluency (wpm/errors)	R-Fluency (wpm/errors)	Gain/ Loss
Benchmark	11	23	64 wpm	64 wpm	64 wpm	Expected Fluency Gain/30 points
Approaching	9	18	51 wpm	51 wpm	51 wpm	Expected M-CAP Gain/7 points
At Risk	6	14	39 wpm	39 wpm	39 wpm	Expected M-COMP Gain/13 points
Barr, Ciara	8	28	55/2 53 wpm	71 wpm	62/4 58 wpm	M-Comp 17 pt gain Fluency 13 gain
Barsheff, Lindsay	9	42	30/3 27 wpm	38/2 36 wpm	36/4 32 wpm	M-Comp 30 gain Fluency 23 gain
Bruyns, Judah	15	34	50/2 48 wpm	81/1 80 wpm	62/3 59 wpm	M-Comp 17 pt gain Fluency 15 pt gain

Figure 9-Buckeye: A Plan for Monitoring and Documenting Proficiency: Students with Disabilities

(the following is a screenshot of a scholar's progress towards IEP goals-name redacted. This is a document shared between classroom teachers, special educators, and administrative staff)

Goal	Identifies multi-syllabic words w/ 80%	Reads 110 wpm on a grade level passage	Answer comprehension questions w/ 80% accuracy on grade level passage	Uses maps, organizational strategies to organize his writing on 80% of assignments	Correctly answer 8/10 word story problems
Reporting Dates					
10/29/2012	100%	76/96% acc	55% fill in blanks	0%	60%
11/12/2012	95% passage	78 cwpm/ 91% acc	93% mult. choice	0%	60%
12/10/2012	95% list/93% pass	77 cwpm/ 94% acc	20% fill in blanks	0%	60%
1/7/2013	85% list/ 98% pass	94 cwpm/ 97% acc	20% combo	37%	60%
2nd Qtr 1/10/2013	90% list/ 95% pass	83 cwpm/ 94% acc	44% combo	10%	60%

Figure 10-Buckeye: A Professional Development Plan That Contributes To Increased Student Proficiency: ELL and Students with Disabilities, Tier III Interventions

(the following is a flowchart demonstrating the additional professional development training given to Special Educators and Intervention teachers of reading and math)

Figure 10: ***Training provided for all teachers (K-3) is denoted by the color green; additional training provided to Intervention Staff and Special Educators is denoted by the color red; optional training for selected Intervention Staff and Special Educators is denoted by the color purple.***

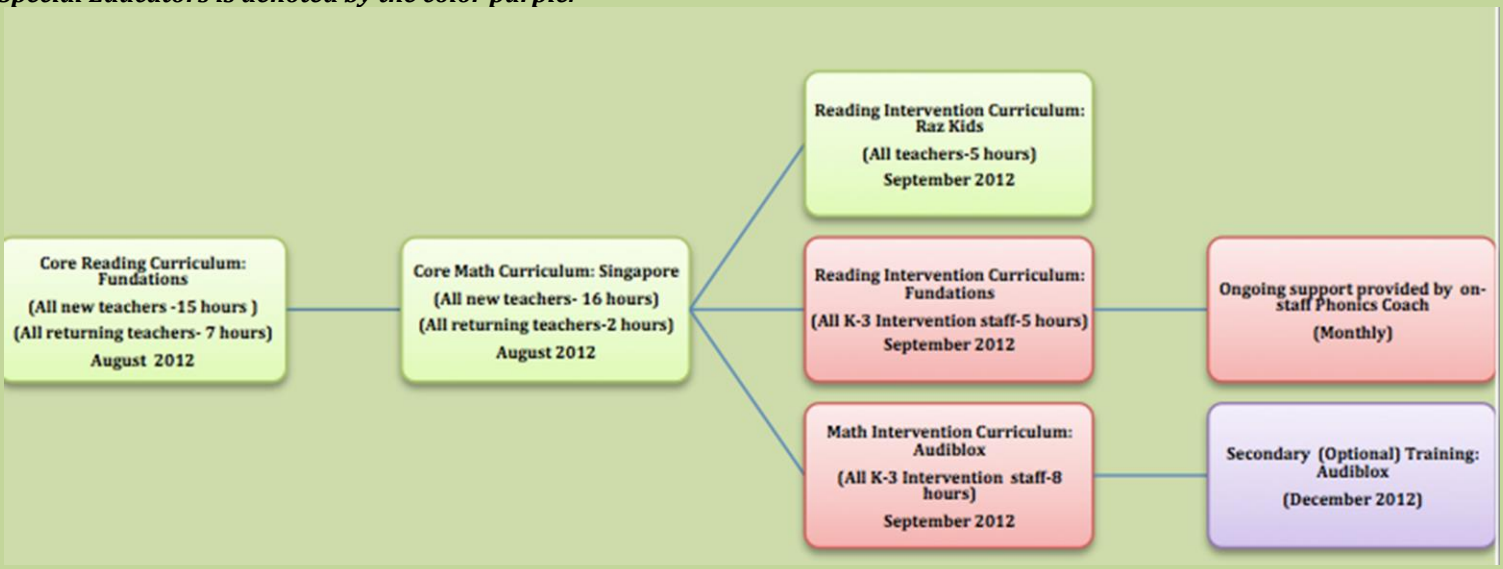

Figure 11-Buckeye: ***This excerpt fr the calendar of RTI Coordinato validates the ongoing traini provided for Ti and Tier III Programs.***
(Reading Horizon Plus Training)
It also illustra the ongoing administrative dialogue regarding benchmark testing.
(Admin Meeting to discuss AIMS web

Finally, it highlights the willingness to offer multiple opportunities for scholars in need of Tier II and Tier III interventions to receive additional help.
(Discuss Spring Break Math Camp)

Figure 12-Buckeye:

During the2012-2013 school year, TOPA-Buckeye scholars have made significant gains in reading and math, the specifics of these gains (to date) are featured below. The average scores stated include all scholars in the grade level, including scholars with disabilities, but excluding scores of scholars who are placed in self-contained programs due to the severity of their disabilities. The stated testing dates and benchmark norms are based on a sampling of students presenting in the 26th percentile or above using the nationally-normed database, AIMSweb. The benchmark tests reflected above are: Math Computation (Grades 1-6); Reading Fluency (Grades 1-4); Reading Comprehension (Grades 5-6) Scholars presenting below these benchmarks are placed into Tier II and Tier III intervention programs. (See Figure 7)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading Benchmarks	Aug: --- Jan: 19 wpm May: 33 wpm	Aug: 35 wpm Jan: 63 wpm May: 81 wpm	Aug: 81 wpm Jan: 100 wpm May: 116 wpm	Aug: 84 wpm Jan: 101 wpm May: 121 wpm	Aug: 12 pts Jan: 17 pts May: 22 pts	Aug: 16 pts Jan: 22 pts May: 28 pts
Aug 2012 Avg	---	63 wpm	91 wpm	119 wpm	15 pts	24 pts
Jan 2012 Avg	36 wpm	86 wpm	111 wpm	122 wpm	21 pts	29 pts
May 2013 Avg	TBD	TBD	TBD	TBD	TBD	TBD
Math Benchmarks	Aug: 4 pts Jan: 18 pts May: 30 pts	Aug: 10 pts Jan: 23 pts May: 37 pts	Aug: 14 pts Jan: 29 pts May: 41 pts	Aug: 17 pts Jan: 32 pts May: 43 pts	Aug: 8 pts Jan: 14 pts May: 20 pts	Aug: 11 pts Jan: 18 pts May: 25 pts
Aug 2012 Avg	9 pts	23 pts	26 pts	31 pts	21 pts	26 pts
Jan 2012 Avg	23 pts	34 pts	45 pts	44 pts	28 pts	33 pts
May 2013 Avg	TBD	TBD	TBD	TBD	TBD	TBD
Average Gains	**Reading Gain: ---- Math: 14 pt gain**	**Reading Gain: 23 wpm Math: 11 pt gain**	**Reading Gain: 20 wpm Math: 19 pt gain**	**Reading Gain: 3 wpm Math: 13 pt gain**	**Reading Gain: 6 pt gain Math: 7 pt gain**	**Reading Gain: 5 pts Math: 7 pts**

Entity ID 90288

In FY 2012, only Kindergartners attended this location. There were no scholars tested at this site, nor were test scores assigned to the location. When originally pulling down data for the schools to receive A-F accountability grades in July, three years worth of data was pulled for that location because it had under 150 scholars assigned to it. This was brought to the attention of the State in our appeal and no grade was assigned to this location. As a result, the 2010 data is populating the dashboard on the ASBCS framework for Academic Performance in 2012. There are no growth points because the school only housed scholars for the 2010 school year. Thus the NR for most of the categories.