

## Mission

The mission of Imagine Middle at Surprise, Inc. is to provide a unique, educational experience that emphasizes student engagement and professionalism through project-based learning and 21<sup>st</sup> Century Skills that include: collaboration, communication, creativity, and critical thinking. Allowing Imagine Middle at Surprise, Inc. to expand our grade levels will allow us to seamlessly continue this mission with our current and future students.

## **Timeline for Implementation**

- Imagine Middle at Surprise, Inc. intends on serving grades six through eight beginning in August of 2012 for the 2012-2013 school year.

## **Proficiency Level Required for Credit and/or Promotion and Credit Transfer Policies**

Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, class assessments, state assessments, and other relevant social, emotional, and academic information. The classroom teachers recommend promotion or retention of students, subject to review and approval of the principal. Specific criteria considered for the promotion include:

- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on the AIMS for Mathematics, Reading and Writing.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on 80% of all summative unit assessments administered throughout the academic year.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by achieving 70% proficiency on benchmark assessment and tutorial programs such as Galileo and Study Island.

## ***Remediation activities are an important part of the educational program for our students.***

Teachers consistently assess performance throughout the school year to determine student progress and their need for additional support. For each student whose academic indicators (i.e. daily class assignments, student portfolios, unit assessments, benchmark assessments, etc...) suggest they may not be on target to meet the proficiency levels established for promotion, the school will require the parents/guardians to meet with the teacher(s) and to develop a detailed plan for remedial instruction through one or more of the following activities:

- Before school tutoring by teaching faculty
- High school student led tutorial program
- Individual Student Success Plans that outline student goals
- Academic Workshop class that targets individual student needs through pre and post assessment and targeted areas of instruction

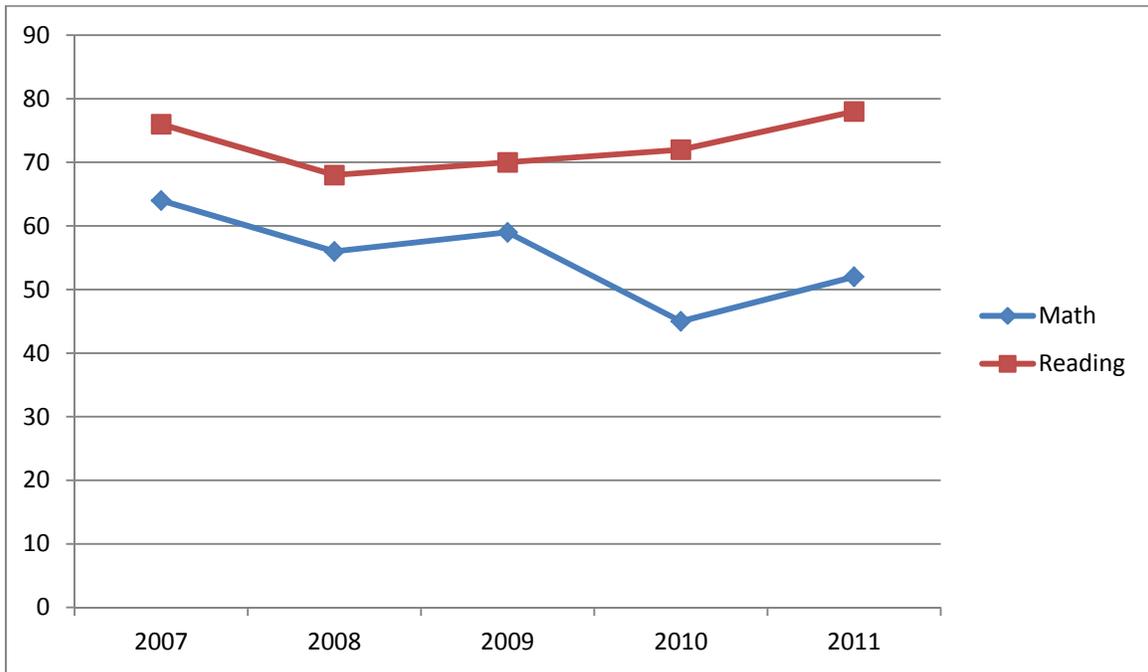
- Small group instruction to differentiate in response to students needs during the regular academic school day

We recognize the need for improved student growth and academic performance of reading and math. As a result, Imagine Middle at Surprise, Inc. has implemented several initiatives to increase the academic achievement in reading and math. Such programs include *SRA* from McGraw Hill, *Buckle Down*, *Strategies for Success*, *Skills Bridge*, and *Study Island*. Throughout the school year, the school utilizes data to drive instruction. Baseline student data is obtained in the Fall utilizing both the Stanford 10 and Galileo. Stanford 10 is a norm-referenced standardized assessment and Galileo is a criterion-referenced assessment aligned to the Arizona State Standards. Using the results of these assessments and working with Imagine Schools' Regional support, school leadership and teaching staff have implemented the following:

- A Performance Management Plan that was developed in collaboration with the Arizona Charter School Association that was submitted for the 2011 – 2012 school year
- Involvement of the whole staff in the completion of the Comprehensive Needs Assessment provided by the Arizona Department of Education
- The development of a school-wide professional development plan based on teacher effectiveness standards that are supported by the Regional's Professional Development Task Force
- Benchmarks three times per calendar year (Fall, Winter, and Spring) to measure the progress of Arizona State Standards with monitored adjustments to instruction and intervention based on results of each assessment
- Implementation of school Instructional Coach to work with teachers to gather and interpret student data, revise curriculum maps (with new ATLAS program) and lesson plans, and share instructional strategies
- Personalized learning goals (through Individual Student Success Plans) developed with students, along with reasonable accommodations and modifications to instruction
- Teacher and Instructional Coach created data boards to display results and progress at each benchmark for the school community (more frequent formative assessments results are displayed as well)
- Student and teacher created data binders to track formative assessments and benchmark results as well as students' academic goals
- A variety of school-wide intervention opportunities for identified students during the school day and before and after-school

We are requesting that the State Board of Charter Schools approve our amendment to add the additional grade level for the 2012 – 2013 school year.

**AIMS Testing Results for Imagine Middle at Surprise, Inc. from 2007 to 2011**  
**Percent of Students Meeting or Exceeding**



Imagine Schools Arizona Learning Gain Results and Explanation

- Learning Gain Report- Imagine Desert Sky Region 2010-2011

	Reading Gain	Math Gain	Average Total Gain
Imagine Preparatory at Surprise	0.98	1.01	1.00
Imagine Avondale	1.01	1.06	1.04
Imagine Bell Canyon	1.03	1.07	1.06
Imagine Rosefield	1.02	1.09	1.05
Imagine Sierra Vista	1.01	1.06	1.04
Imagine Tempe	1.00	1.06	1.04
Imagine Desert Sky Region	1.01	1.06	1.04

- Learning Gain Report- Imagine Sonoran Desert Region 2010-2011

	Reading Gain	Math Gain	Average Total Gain
Imagine Prep at Superstition	0.98	1.00	0.99
Imagine Camelback	1.06	1.16	1.11
Imagine Coolidge	1.02	1.08	1.05
Imagine Cortez Park	1.03	1.14	1.07
Imagine Desert West	1.09	1.18	1.14
Imagine East Mesa	1.03	1.09	1.05
Imagine West Gilbert	1.04	1.10	1.07
Imagine Sonoran Desert Region	1.04	1.11	1.07

**Learning Gain Calculation:**

Imagine Schools utilizes the NCE score to calculate learning gains because the NCE score can support these calculations and retains its meaning across grade levels and subject areas. A gain score is defined as the difference between the Fall and Spring test NCE score. That is, gain = Spring NCE – Fall NCE. This results in a learning gain score that has an expected value of 0 (when student demonstrates the same gain as the norming population) and ranges from -98 to 98. A negative learning gain does not mean a student has actually lost knowledge, just that he/she has not made similar gains compared to the gains demonstrated by students in the norming population. In order to avoid the misinterpretation of a negative learning gain score, a transformed learning gain value is computed: The transformation equation is:

Learning Gain = 1 + (gain/100). This results in a score that has an expected value of 1.0 and varies from .02 to 1.98.

Learning gains are first calculated for every student and then summary values (mean, median, etc...) are determined for the appropriate reporting group (e.g. grade level, school, etc...).

### Imagine Schools Arizona Learning Gain Results and Explanation

#### **Learning Gain Interpretation:**

A learning gain of 1.0, therefore, represents a student that has participated in one year of education and stayed at the same relative position as students in the national norming sample who participated in the same year of education. A student with a learning gain greater than 1.0 has made more progress than normal. A learning gain of less than 1.0 represents less progress than normal. For example, let's take the case of John Jones, a student entering the fourth grade in the fall. Since he has not experienced much, if any, of the fourth grade curriculum, we test him as a third grade student. On the fall test, he receives a Total Reading NCE score of 45. In the Spring, John has completed fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Reading NCE score of 55. His gain is 10 (55-45) and is reported as the transformed learning gain score 1.10. This means that John has made more progress in academic achievement during his fourth grade year than is expected based on the norming population. On the other hand, on the Fall test John receives a Total Mathematics NCE score of 55. In the Spring, John has completed the fourth grade and is tested as a fourth grade student. On the spring test, he receives a Total Mathematics NCE score of 30. His gain is -25 (30-55) and is reported as a transformed learning gain score of .75. This does not mean that John did not learn, or even forgot his Mathematics skills. John has made substantially less progress in academic achievement in mathematics during his fourth grade year than is normal.

<b>ARIZONA NSLP FREE AND REDUCED % 2011-2012</b>			
<b>IMAGINE DESERT SKY REGION</b>		<b>IMAGINE SONORAN DESERT REGION</b>	
Bell Canyon Charter School	<b>66%</b>	Imagine Preparatory at Superstition	<b>56%</b>
Rosefield Charter Elementary School	<b>17%</b>	Imagine Middle at Superstition	<b>67%</b>
Sierra Vista Charter School	<b>35%</b>	Imagine Elementary at Camelback	<b>82%</b>
Imagine Middle School at Surprise	<b>39%</b>	Imagine Middle at Camelback	<b>93%</b>
Imagine Preparatory at Surprise	<b>39%</b>	Imagine Elementary at Coolidge	<b>70%</b>
Imagine Elementary at Tempe	<b>78%</b>	Imagine Middle at Coolidge	<b>65%</b>
Imagine Elementary at Avondale	<b>67%</b>	Pathfinder Charter School Foundation	<b>93%</b>
Imagine Middle at Avondale	<b>67%</b>	Imagine Charter Middle School at Cortez Park	<b>94%</b>
		Imagine Elementary at Desert West	<b>95%</b>
<b>AZ GROUP AVERAGE</b>	<b>63.61%</b>	Imagine Middle at Desert West	<b>96%</b>
		East Mesa Charter Elementary	<b>54%</b>
		Imagine Middle at East Mesa	<b>59%</b>
		West Gilbert Charter Elementary School	<b>29%</b>
		West Gilbert Charter Middle School	<b>35%</b>
		Imagine Preparatory at Coolidge	<b>67%</b>