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## 2014-15 SCHOOL YEAR REPORT TO PARENTS April 30, 2015

Royal Live Oaks Academy of the Arts & Sciences Charter School (RLOA) has progressed in many areas this school year. As a third year charter school, we are continuing to develop various clubs, sports, and theatre arts programs for students and to create a school culture in which all stakeholders feel welcome and essential to the mission. RLOA was admitted into the SC High School League, at-large membership. We offered 7<sup>th</sup>-10<sup>th</sup> graders JV Girls Volleyball, JV Girls and Boys Basketball, JV Soccer, and cheerleading. There was not sufficient student interest to form JV Baseball and Softball. Next school year we plan to add cross country, competitive cheer, and varsity level sports. We have a number of talented performers who won awards, made recordings, had the opportunity to participate in local theatre productions, and attend professional theater productions. Teacher turnover has decreased, and highly qualified staff is instructing our students. With the addition of 10th grade this year, student opportunities for community service and fundraising have increased, and our PBL/STEM programs are expanding across the grades with the appropriate levels of necessary technology. In addition, we have put in place policies and procedures to create a safe school. We are seeing the effects of the implementation of the CHAMPS behavior management system initiated this school year. An analysis of 2014-15 discipline data, for example, indicates that out of 528 students only 2.3% received serious disciplinary actions. The availability of the cafeteria and additional classroom spaces has had a positive impact on staff and student attitudes, as well. We believe that once we move to the new campus, the school climate will improve dramatically for all parties. Upon USDA approval of our application for funding, construction will take 12-18 months.

With regard to academics, finance and operations, all decisions for improving performance have been based on student data. An action plan of SMART (Specific, Measurable, Achievable, Realistic and Timely) goals has guided instruction and staff development. Our current intensive Response to Intervention (RTI) process, which included the hiring of a full staff of paraprofessionals and reading and math interventionists, was created based upon needs determined from MAP and PASS data. DIBELS data obtained through RTI small group and one-to-one instruction indicate that students who began the year significantly below grade level show improvement as a result of success in RTI implementation. Here is a summary of that data. Please note: Data is only included for students who completed a beginning and a follow-up benchmark.

Grade Level	K	2	3	4	5	7	8
# Tested	13	17	25	17	18	12	23
# Improved	12	11	21	6	11	9	12
% Improvement	92.3%	64.7%	84%	35%	61.1%	75%	52.1%



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One practice that worked extremely well this year was highly structured progress monitoring. Students were assessed on reading and math skills in the fall, winter, and spring using MAP, EasyCBM, and DIBELS. These formative assessments afforded staff the opportunity to take advantage of the many programs such as iXL Math & Language Arts, Raz-Kiz, Reading A-Z, Study Island, Study Buddy, and Learning A-Z to aid in the development of students' areas of weakness. Progress monitoring allowed all staff to target these areas and conduct one-on-one conferences with students. NWEA, another valuable resource and tool, provides an outline for such a conference as it allows staff to pinpoint in detail where a child needs to progress based on MAP scores. By dividing each general category into three subcategories, NWEA provides teachers with information to guide differentiation within the classroom.

One can see the result of our school improvement plan on the spring 2015 MAP scores. In math, an area in which the majority of our students came to RLOA seriously below grade level, 59.1% of students grades K-10 met their projected growth, with an average actual growth rate of 10.44, exceeding the average projected growth of 7.46. In reading, again an area in which many students came to school below grade level, 51.7% of students grade K-10 met their projected growth, with an average growth rate of 8.37, exceeding the average projected growth of 6.52. The effect of math intervention is best evidenced in middle-high school from spring 2014 to spring 2015 MAP scores. A majority of the students also made gains in reading from spring 2014 to spring 2015 MAP scores. A comparison of spring 2014 MAP, spring 2015 MAP, and 2014 PASS scores indicates that overall the students who remained at RLOA from 2013 to 2014 (approximately 90%) did far better on 2014 PASS ELA and English EOC tests than on spring MAP. Since MAP tests are formative assessments, students may not give them the same level of importance to MAP as they give high-stakes state tests. Of course, national norms on MAP versus state norms on PASS may also account for some of this discrepancy. We continue to refine our processes and procedures to improve instructional practices and increase student performance.