

Responding to Diverse Learning Needs



COMPREHEND™
ONLINE DIGITAL CURRICULUM



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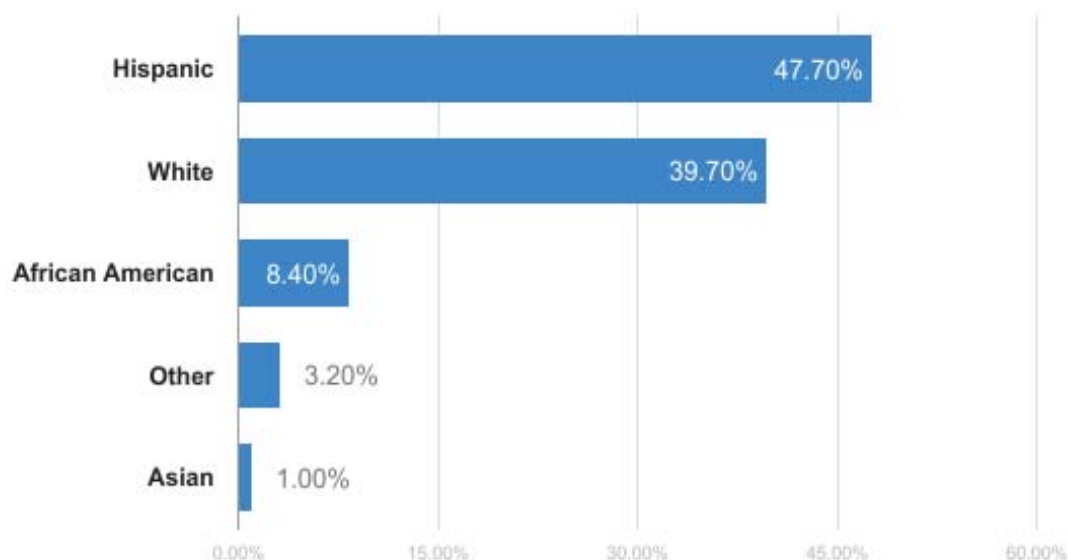
Theoretical Grounding

Grounded in motivational theory, our mastery-based system builds a momentum for learning by combining optimal challenge with frequent success. Specifically, our program is aligned with self-determination theory (Deci & Ryan, 1985), which posits three universal human needs, including autonomy, competence, and relatedness (Deci & Ryan, 1985). *Autonomy* represents a perceived internal locus of control for actions (Deci & Ryan, 1985); *competence* represents a the expectation of successful performance of tasks; and *relatedness* concerns how students' with significant others (Deci, Vallerand, Pelletier, & Ryan, 1991). According to Deci et al. (1991,) self-determined acts are “fully endorsed” (p. 328) and intrinsically motivated at the cognitive level. The degree to which these needs are met either fosters or thwarts individuals' intrinsic motivation to learn about and act upon one's environment (Deci & Ryan, 1985). In Premier High Schools, our students take ownership of their learning, representing autonomous regulation. Recognizing that our students often come to us in a fragile state, typically due to lack of success in the traditional school environment, we seek to provide success early and often, enhancing self-efficacy beliefs. Finally, our relatively small learning environment allows for close and supportive relationships with teachers and fellow students--a crucial element in an autonomy-supportive environment.

Premier High Schools using Comprehend: Top Rated Alternative Education Accountability (AEA) Campuses in Texas (2016)

In the State of Texas, Alternative Education Accountability (AEA) is defined as having “at least 75 percent at-risk student enrollment, as verified through 2015-2016 PEIMS fall enrollment data” (Texas Education Agency, 2016). As the state's top provider of AEA charter schools, we serve a diverse student population, as demonstrated in Table 1.

Table 1: *Demographics for Premier High Schools based upon 2016 TEA Data*



In addition to an ethnically diverse student population, Premier High Schools serve a relatively high proportion of at-risk students (89.2%), far exceeding the 75% threshold to be designated as *Alternative Education Accountability*. Table 2 compares the representation of Special Education, At-Risk, Economically Disadvantaged, and English Language Learners attending Premier High Schools and the state at large.

Table 2:

2016 Demographic Information for Premier High Schools and State of Texas

Population	Percent of Students in Premier High Schools (N = 6,435)	Percent of Students in the State (N = 5,284,252)
Special Education	8.8%	8.6%
At-Risk	89.2%	50.1%
Econ. Disadvantaged	56.7%	59.0%
ELL	17.5%	18.5%

Students attending Premier High Schools have consistently outperformed students attending comparable campuses. During the 2016 testing cycle, when combining the total number of End of Course Course Exams (EOCs) taken at all AEA charter schools, 26 of the top 35 campuses were Premier High Schools (see table 3).

Table 3:

Top 35 AEA Charter School Campuses in Texas Ranked According to 2016 Index I Performance

Rank	District Name	Campus Name	Index 1
1	Premier High Schools	Premier HS Lewisville	95
2	Calvin Nelms Charter Schools	Calvin Nelms HS	87
3	Premier High Schools	Premier HS San Juan	86
4	Premier High Schools	Premier HS Granbury	86
5	Premier High Schools	Premier HS Huntsville	85
6	Premier High Schools	Premier HS Pharr	84
7	Premier High Schools	Premier HS Abilene	83
8	Premier High Schools	Premier HS New Braunfels	83
9	Premier High Schools	Premier HS Austin	82

Rank	District Name	Campus Name	Index 1
10	Orenda Charter School	Gateway Tech HS	79
11	Premier High Schools	Premier HS Brownsville	78
12	Premier High Schools	Premier HS Lubbock	74
13	Premier High Schools	Premier HS Career & Tech	74
14	Premier High Schools	Premier HS Midland	73
15	Katherine Anne Porter School	Katherine Anne Porter School	73
16	Premier High Schools	Premier HS Palmview	72
17	Premier High Schools	Premier HS North Austin	72
18	Premier High Schools	Premier HS El Paso	72
19	Brazos River Charter School	Brazos River Charter School	72
20	Premier High Schools	Premier HS Waco	71
21	Paso Del Norte Charter Academy District	Paso Del Norte Academy -Mesa	70
22	Paso Del Norte Charter Academy District	Paso Del Norte Academy -Vista	70
23	Premier High Schools	Texas Virtual Academy	70
24	Southwest School	Southwest Middle School	70
25	El Paso Academy	El Paso Academy West	69
26	Premier High Schools	Premier HS San Antonio	69
27	East Texas Charter Schools	Dan Chadwick Campus	69
28	El Paso Academy	El Paso Academy	68
29	Premier High Schools	Premier HS Del Rio	68
30	Premier High Schools	Premier HS Mission	68
31	Premier High Schools	Premier HS Pflugerville	67
32	Premier High Schools	Premier HS Fort Worth	65
33	Premier High Schools	Premier HS Dayton	65
34	Premier High Schools	Premier HS American Youthworks	64
35	Premier High Schools	Premier HS South Irving	64

Targeted Metrics to Inform Curricular and Instructional Decisions

Comprehend provides simultaneous analysis of growth and achievement, based upon NWEA MAP results for a cohort of students. NWEA MAP is a computer-adaptive assessment that provides precise achievement measurement of all students, allowing for reliable growth metrics and comparison to national norms at multiple data points.

Assessment of Student Growth. At ResponsiveEd, we administer the NWEA MAP assessment to all students in grades 2-11, providing within-year data on student growth and achievement. Leveraging formative data, we closely monitor student progress at the district, model, campus, grade, classroom, and student levels. With a focus on growth, we hold ourselves accountable, isolating the value added by teachers, administrators, and curricular choices.

Comprehend's Mastery-Based Instruction via Blended Learning. Premier High Schools believe in a curriculum that blends technology, group instruction, cooperative learning, and individual support--with a large emphasis on literacy. The menu of curriculum options is diverse in order to appeal to a variety of student needs and learning styles.

Conclusion: Learning Belongs to the Learner

Allowing student to take the lead on their own learning provides us a remarkable opportunity to engage with students every day, humanizing and personalizing the educational experience. Comprehend's combination of paper and online curriculum with a mixture of hands-on and collaborative learning experiences provide a path towards authentic learning. With a proven track record of success, Comprehend serves the unique needs of a unique student population, providing hope and a glimpse into a promising future.