

Appendix A

Wasatch Peak Academy NACD School Plan School-Wide and Selected Student Participation

Services

- Two individualized NACD Neurodevelopmental Evaluations on 16 children that are pulled out for special education identifying underlying root issues that could be causing limitations in learning and/or the global function of the child
- Targeted Developmental Intervention (TDI)™ Programs for each child addressing his or her individual needs
- Training on methodologies recommended via DVD instruction
Individual DVDs for all Special Education children given to both parents and Andrea Johnson
- Unlimited staff support through bi-monthly visits to the school, as well as email and telephone, to insure that the professionals working with the children are assisted in the implementation of the activities recommended
- NACD Simply Smarter Software licensing for each child enrolled in the school
- One parent meeting at the onset of the project laying out the plans and goals for the year with Simply Smarter and the Project

School Responsibility:

- NACD will be provided with a History Form on each child evaluated.
- The school must be staffed with sufficient staff and/or volunteers to carry out the implementation of the programs.
- The school agrees to have each child in the school take the baseline testing on the NACD The Project, using grade codes given by NACD at the beginning and the end of each school year.
- The school agrees to have each child take a standardized test of the school's choice at the beginning and end of each school year and supply that data to NACD for their use.
- The school will provide one School Liaison Professional to work closely with NACD during this project.

Appendix B
Scan – C Auditory Processing Test

15 Special Needs Students
Beginning and End of Year Test Scores

	Filtered Words	Auditory Figure-Ground	Competing Words	Competing Sentences	Sum of Standard Scores	Composite Standard Scores
T.W.						
Sept. 2007	6	10	9	9	34	90
May 2008	10	16	10	11	47	112
E.B.						
Sept. 2007	8	9	10	10	37	94
May 2008	9	12	12	10	43	104
M.L.						
Sept. 2007	6	6	7	8	27	78
May 2008	11	12	10	10	43	104
C.B.						
Sept. 2007	8	10	5	10	33	88
May 2008	12	10	8	11	41	102
N.T.						
Sept. 2007	5	9	12	8	34	90
May 2008	7	10	14	10	41	102
J.E.						
Sept. 2007	4	7	9	8	28	79
May 2008	5	13	9	14	41	102
E.H.						
Sept. 2007	8	10	10	7	35	91
May 2008	9	13	10	10	39	98
D.G.						
Sept. 2007	4	11	7	7	29	81
May 2008	8	12	9	9	38	96
M.A.						
Sept. 2007	10	6	9	8	36	92
May 2008	11	8	8	8	35	92

J.H.						
Sept. 2007	4	5	4	8	21	69
May 2008	8	8	11	9	36	92
L.P.						
Sept. 2007	6	9	7	7	29	81
May 2008	8	13	6	6	34	90
Students in borderline range						
C.W.						
Sept. 2007	8	7	7	8	31	84
May 2008	6	9	8	8	31	84
A.M.						
Sept. 2007	9	2	6	3	20	68
May 2008	6	10	5	8	29	81
R.R.						
Sept. 2007	8	6	6	9	29	81
May 2008	8	6	6	9	29	81
T.B.						
Sept. 2007	5	8	5	7	25	75
May 2008	6	9	5	7	27	78

Filtered Words, Auditory Figure – Ground, Competing Words, Competing Sentences	0 – 4 Disorder
	4 – 7 Borderline Range
	7 – 16 Normal Range

+2SD 16
+1SD 13
Mean = 10
-1SD 7
-2SD 4
-3SD 1

Composite Score	50 - 70 Disorder
	50 – 71, 70 - 85 Borderline Range
	50 – 72, 85 –130 Normal Range
	100 Mean

Appendix C
**Wide Range Achievement Test –
 Word Recognition**

15 Students on IEPs

Grade Level Test Scores before and after 7 months of NACD's
 Targeted Developmental Intervention™ Program

	Classification	September 2007	May 2008	Advancement
L.P.	Communication Disabled	Pre-K	3.1	3.1yrs
C.W.	Learning Disabled	Pre-K	2.6	2.6yrs
L.C.	Learning Disabled	2.3	3.2	.9yr
T.W.	Learning Disabled	4.3	6.8	2.5yrs
T.B.	Learning Disabled	2.6	3.7	1.1yr
J.E.	Other Health Impaired	3.2	5.5	2.3yrs
E.H.	Learning Disabled	Pre-K	3.1	3.1yrs
M.L.	Other Health Impaired	1.2	2.8	1.6yrs
A.M.	Learning Disabled	2.8	4.8	2yrs
M.A.	Learning Disabled	1.9	2.8	1yr
E.B.	Other Health Impaired	Pre-K	1.0	1yr
J.H.	Response to Intervention	Pre-K	1.4	2.4yrs
D.G.	Yet to be classified	3.3	4.7	1.4yrs
N.T.	Communication Disorder	3.0	5.1	2.1yrs
R.R.	Learning Disabled	5.3	6.8	1.5yrs

Wide Range Achievement Test - Math

6 Students "On Monitor" for Math; Otherwise Receiving Special Education Services

Grade Level test scores before and after 7 months of NACD's Targeted Developmental Intervention™ Program

	Classification	September 2007	May 2008	Advancement
L.P.	Communication Disorder	Pre-K	2.2	2.2yrs
C.W.	Learning Disabled	1.1	3.0	1.9yrs
T.B.	Learning Disabled	2.5	4.5	2yrs
M.A.	Learning Disabled	1.6.	2.6	1yr
N.T.	Communication Disorder	2.2	3.9	1.7yrs

Appendix D

**Peabody Individual Achievement Test of
Comprehension**

6 Students on IEPs

Grade Level Scores pre- and post- 3 months of NACD's
Targeted Developmental Intervention™ Program

	Classification	October 2007	January 2008	Advancement
T.W.	Learning Disabled	4.4	7.2	2.5yrs
J.E.	Other Health Impaired	3.7	6.0	2.3yrs
A.M.	Learning Disabled	3.1	4.1	1yr
D.G.	Learning Disabled	4.7	5.8	1.1yr
N.T.	Communication Disabled	3.3	5.5	2.2yrs
R.R.	Learning Disabled	5.8	6.5	6mos

Appendix E



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2007 08 School Year

School	
Name :	WASATCH PEAK ACADEMY
Number :	100
District	WASATCH PEAK ACADEMY
Did school make AYP?	Yes*



2008 - 3

Group	Language Arts					Mathematics				
	Participation	Academic Achievement	Safe Harbor		Group OK?	Participation	Academic Achievement	Safe Harbor		Group OK?
			10 % Rule	Additional ² Indicator				10 % Rule	Additional ² Indicator	
Whole LEA	Yes	Yes			Yes	Yes	Yes			Yes
Asian	NA	Yes			Yes	NA	Yes*			Yes*
African American	NA	NA			Yes	NA	NA			Yes
American Indian	NA	NA			Yes	NA	NA			Yes
Caucasian	Yes	Yes			Yes	Yes	Yes			Yes
Hispanic	NA	Yes			Yes	NA	Yes*			Yes*
Pacific Islander	NA	NA			Yes	NA	NA			Yes
Economically Disadvantaged	NA	Yes			Yes	NA	Yes			Yes
Limited English Proficient										
Students with Disabilities	NA	Yes*			Yes*	NA	Yes*			Yes*

Language Arts Mathematics

Did the school and every group make AYP in the content area? **Yes*** **Yes***

Did the school make AYP? **Yes*** Language Arts Mathematics

Is the school in Title I Program Improvement?⁴ **No** Year in title I Program Improvement

¹ To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
² Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
³ GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
⁴ If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
⁵ These subgroups passed using the Same Student Safe Harbor calculation

KEY
 Yes: Group meets the requirement
 No: Group does not meet the requirement
 Yes*: Group within width of confidence interval of meeting requirement
 NA: Group too small to be required to meet standard
 Shaded Cell: Group not required to meet this requirement



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2007 08 School Year

School	
Name :	WASATCH PEAK ACADEMY
Number :	100
District :	WASATCH PEAK ACADEMY
Did school make AYP?	Yes*



2008 - 3

Group	Language Arts (GOAL ³ = 77%)						Mathematics (GOAL ³ = 71%)						Attendance Rate		Graduation Rate	
	Participation		2008 Test Scores		2007 Test Scores		Group OK?	Participation		2008 Test Scores		2007 Test Scores		Group OK?	Rate	Rate
N	%	N	%	N	%	N		%	N	%	N	%	N		%	%
Whole LEA	170	100	164	85	150	88	Yes	169	100	163	75	150	81	Yes	95	
Asian	10	N<40	10	90	6	N<10	Yes	10	N<40	10	70	6	N<10	Yes*	N<40	
African American	9	N<40	8	N<10	7	N<10	Yes	9	N<40	8	N<10	7	N<10	Yes	N<40	
American Indian	1	N<40	1	N<10			Yes	1	N<40	1	N<10			Yes	N<40	
Caucasian	128	100	123	87	130	89	Yes	127	100	122	77	130	84	Yes	95	
Hispanic	13	N<40	13	77	5	N<10	Yes	13	N<40	13	69	5	N<10	Yes*	N<40	
Pacific Islander	9	N<40	9	N<10	2	N<10	Yes	9	N<40	9	N<10	2	N<10	Yes	N<40	
Economically Disadvantaged	35	N<40	31	77	25	84	Yes	35	N<40	31	77	25	76	Yes	N<40	
Limited English Proficient	0	N<40	0	N<10				0	N<40	0	N<10				N<40	
Students with Disabilities	20	N<40	20	60	12	50	Yes*	20	N<40	20	55	12	50	Yes*	N<40	

Language Arts Mathematics
 Did the school and every group make AYP in the content area? **Yes*** **Yes***
 Did the school make AYP? **Yes*** Language Arts Mathematics
 Is the school in Title I Program Improvement? **No** Year in title I Program Improvement

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
 2 Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
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KEY
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 No Group does not meet the requirement
 Yes* Group within width of confidence interval of meeting requirement
 NA Group too small to be required to meet standard
 Shaded Cell Group not required to meet this requirement



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2007 08 School Year

School	
Name :	WASATCH PEAK ACADEMY
Number :	100
District :	WASATCH PEAK ACADEMY
Did school make AYP?	Yes*



2008 - 3

Group	Language Arts (GOAL ³ =77.0%)				Mathematics (GOAL ³ = 71.0%)				Additional Indicator	
	Participation %		Academic Achievement		Participation %		Academic Achievement		Attendance Rate	
	District	State	District	State	District	State	District	State	District	State
Whole School	100	100	85	79	100	100	75	77	95	96
Asian	N<40	100	90	84	N<40	100	70	84	N<40	97
African American	N<40	100	N<10	62	N<40	100	N<10	56	N<40	95
American Indian	N<40	100	N<10	55	N<40	100	N<10	55	N<40	94
Caucasian	100	100	87	84	100	100	77	82	95	96
Hispanic	N<40	100	77	58	N<40	100	69	56	N<40	95
Pacific Islander	N<40	100	N<10	71	N<40	100	N<10	68	N<40	96
Economically Disadvantaged	N<40	100	77	67	N<40	100	77	65	N<40	95
Limited English Proficient		100		50		100		51	N<40	96
Students with Disabilities	N<40	100	60	48	N<40	100	55	49	N<40	95

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Appendix F

Digit Span Scores for 18 Students Utilizing NACD Simply Smarter Software Program

Scores pre- and post- 6 months of utilizing Simply Smarter
0= could not achieve a baseline score on that activity

Participant	Auditory Forward	Visual Forward	Auditory Reverse	Visual Reverse
L.P.				
Nov 2007	0	2	0	0
May 2008	5	5	4	5
J.H.				
Nov 2007	0	2	0	0
May 2008	5	5	0	4
C.W.				
Nov 2007	2	4	2	2
May 2008	5	6	3	4
M.L.				
Nov 2007	0	4	0	0
May 2008	5	6	0	5
M.A.				
Nov 2007	3	3	3	3
May 2008	6	6	4	5
E.B.				
Nov 2007	0	0	0	0
May 2008	5	5	0	4
L.C.				
Nov 2007	3	4	0	4
May 2008	7	7	7	6
T.B.*				
Nov 2007	3	3	2	2
May 2008				

Participant	Auditory Forward	Visual Forward	Auditory Reverse	Visual Reverse
N.T.				
Nov 2007	0	5	0	0
May 2008	6	6	0	4
J.E.				
Nov 2007	5	4	0	2
May 2008	6	7	0	6
M.M.				
Nov 2007	0	2	0	0
May 2008	7	7	5	5
C.B.				
Nov 2007	0	3	0	0
May 2008	5	6	4	4
T.W.				
Nov 2007	4	5	3	5
May 2008	4	6	4	5
A.F.				
Nov 2007	4	5	3	3
May 2008	4	6	4	3
R.R.				
Nov 2007	5	4	0	3
May 2008	6	6	6	3
E.H.				
Nov 2007	0	0	0	0
May 2008	3	4	3	0
A.W.				
Nov 2007	4	4	4	3
May 2008	7	7	6	6
D.G.				
Nov 2007	5	4	3	3
May 2008	5	6	5	5

*Did not utilize Simply Smarter

Appendix G

t Test for Differences in Means of Auditory Reverse Digit Span Scores for WPA Selected Special Education Students Passing or Failing Utah's CRT State Standard Tests in Language Arts and Math

N = 11*

UPASS SCORE	MEAN FOR AUDITORY REVERSE
LANGUAGE ARTS SCORES 1 & 2 (FAIL)	1.0
LANGUAGE ARTS SCORES 3 & 4 (PASS)	4.29
	$t = 2.39, p < .05$
MATH SCORES 1 & 2 (FAIL)	1.5
MATH SCORES 3 & 4 (PASS)	5.00
	$t = 2.63, p < .05$

*Only 11 of the 18 students took the CRT State Standard Tests

**t Test for Differences in Means of Auditory Reverse Digit Span
Scores for Students Passing or Failing Utah's CRT State
Standard Tests in Language Arts and Math**

Scores taken from Wasatch Peak Academy Students Grade 2, 4, and 5/6 split classes
2007/08 school year

Grade 2

Language Arts	Means for Auditory Reverse	Math	Means for Auditory Reverse
Scores 1 & 2 (FAIL)	1.00	Scores 1 & 2 (FAIL)	1.08
Scores 3 & 4 (PASS)	2.35	Scores 3 & 4 (PASS)	2.47
	t = 2.44, p < .02		t = 2.67, p < .02

Grade 4

Language Arts	Means for Auditory Reverse	Math	Means for Auditory Reverse
Scores 1 & 2 (FAIL)	.63	Scores 1 & 2 (FAIL)	1.18
Scores 3 & 4 (PASS)	3.32	Scores 3 & 4 (PASS)	3.32
	t = 5.06, p < .001		t = 3.75, p < .002

Grade 5/6

Language Arts	Means for Auditory Reverse	Math	Means for Auditory Reverse
Scores 1 & 2 (FAIL)	2.20	Scores 1 & 2 (FAIL)	2.33
Scores 3 & 4 (PASS)	3.61	Scores 3 & 4 (PASS)	3.68
	t = 2.52, p < .02		t = 3.20, p < .002

* Administrative problems with statistical data for Grade 3