22-23 Annual Perception and Performance Report

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Overview

- Pre and Post Pre-ACT Data
- 11th Grade ACT Data
- Enrollment and Attendance Data
- End of Year Transition Data
- Perception of School Culture Data
- Perception of Teacher Effectiveness Data
- Instructional Empowerment's Rigor Walk® Data
- Trends and Strategies

Pre-ACT Data

	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
Average EOY Scores by Category								
9th - 10th	13	17%	13.82	14.17	10.92	15.91	12.91	13.9
11th	24	33%	13.83	14.88	11.83	15.54	12.67	14
12th	36	50%	16.72	16.94	16.19	17.31	15.14	17.4
Schoolwide	**73**		**15.3**	**15.79**	**13.86**	**16.49**	**13.96**	**15.8**
Arizona Average			18.4	18.5	17.3	18.8	18.5	ND
Difference from State Average			**-3.1**	**-2.71**	**-3.4**	**-2.31**	**-4.54**	

* Improvement from an average state difference of -6.1 points in 21-22.

Pre-ACT Data

End of Year Growth Data

Note: Growth data is based off from students that have both a beginning of the year score and end of the year score. Students with only one data point are excluded. There were 40 students with both a beginning of the year score and end of the year score.

22-23 9TH – 10TH GRADE GROWTH DATA (4 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	9.25	8.25	8.75	10.75	8.5	9.75
SPRING AVERAGE	14.5	15	12.25	21	12.75	13.75
CHANGE	5.25	6.75	3.5	10.25	4.25	4
NUMBER THAT IMPROVED	4	PERCENT THAT IMPORVED			100%	

22-23 11TH GRADE GROWTH DATA (14 STUDENTS WITH PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	11.36	11.07	9.21	11.50	11.57	12.79
SPRNG AVERAGE	11.45	14.43	12.64	15.79	12.71	13.93
CHANGE	0.09	3.36	3.43	4.29	1.14	1.14
NUMBER THAT IMPROVED	9	PERCENT THAT IMPORVED			64%	

22-23 12TH GRADE GROWTH DATA (22 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	13.09	11.64	12.41	13.91	13.55	14.51
SPRNG AVERAGE	16.86	17.09	16.64	17.14	15.14	17.82
CHANGE	3.77	5.45	4.23	3.23	1.59	3.31
NUMBER THAT IMPROVED	22	PERCENT THAT IMPORVED			100%	

22-23 SCHOOL WIDE GROWTH DATA (40 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	ENGLISH	READING	SCIENCE	STEM
FALL AVERAGE	12.1	11.1	10.93	12.75	12.35	13.93
SPRNG AVERAGE	15.63	15.95	14.8	17.05	14.05	16.05
CHANGE	3.53	4.85	3.87	4.3	1.7	2.12
NUMBER THAT IMPROVED	35	PERCENT THAT IMPORVED			88%	

End of Year Concept Error Analysis

- Math: Function and Number Sense
- Reading: Craft and Structure
- English: Knowledge of Language

11th Grade ACT Data

11th Grade ACT Data

Total 11th Grade Tested	18
Total FAY Expected to Test	18
Total FAY Tested	16
Total 11th Graders Enrolled on Test Date	33
True Percent Passing	6%
Arizona Percent Passing	5%

	Composite	Math	Science	STEM	English	Reading
Average	13	14.39	12.94	13.94	11.72	12
FAY Average	13.36	14.21	13.43	14.07	12.00	12.64

Pre-ACT to ACT Test Comparison

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
SPRNG Pre-ACT AVERAGE	11.45	14.43	12.71	13.93	12.64	15.79
Difference	1.55	.04	.23	.01	.92	3.79

Enrollment and Attendance Data

Enrollment Data Based on All Enrollments

	22-23	21-22
Number of Students with an Enrollment Record	192	176
Percent that Transferred Out	6%	13%
Percent that Sought GED	3%	ND
Percent Long Term Incarcerated	2%	1%
Percent Deceased	1%	1%
Percent Continuing	28%	
Percent that Dropped Out	10%	39%
Percent that Graduated	16%	15%
Chronic Absenteeism Rate	35%	46%
Percent Cohort 2026	4%	
Percent Cohort 2025	10%	2%
Percent Cohort 2024	25%	8%
Percent Cohort 2023	**78%**	13%
Percent Cohort 2022	15%	**39%**
Percent Cohort 2021	2%	13%
Percent Cohort 2020	5%	11%
Percent Cohort 2019	2%	8%
Percent Cohort 2018	0%	6%

Note: 67 students met the criteria for chronic absenteeism during the 2022-2023 school year.

End of Year Transition Data

All Enrollment Based On Cohort													
	Graduated		Chronic Absenteeism		Dropout		Transferred or Seeking GED		Long Term Incarceration		Still On Track But Did Not Graduate		Class Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Cohort 2026 -Freshmen	0	0%	1	14%	0	0%	0	0%	0	0%	6	86%	7
Cohort 2025-Sophmore	0	0%	10	53%	1	5%	2	11%	0	0%	6	32%	19
Cohort 2024-Junior	2	4%	12	24%	6	12%	4	8%	1	2%	24	49%	49
Cohort 2023-Senior	17	23%	25	34%	8	11%	4	5%	1	1%	15	20%	71
Cohort 2022-Senior +1*	7	23%	14	47%	2	7%	2	7%	1	3%	4	13%	30
Cohort 2021-Senior +2	1	25%	2	50%	0	0%	0	0%	0	0%	1	25%	4
Cohort 2020-Senior +3	2	22%	4	44%	3	33%	0	0%	0	0%	0	0%	9
Cohort 2019-Senior +4	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3

* Federal identification for grad rate is based on 5th-year cohort of students. Any student that is identified with and enrollment record at EOC Charter High School any point in their history without a re-enrollment at another school and belongs to the 5th year cohort is counted in the graduation rate formula. Schools have until June 30th, 2023, to graduate as many students as they can from the 2022 cohort. Example, a student who is in cohort 2022 who enrolled in August of 2021 (beginning of his/her senior year) and then immediately dr
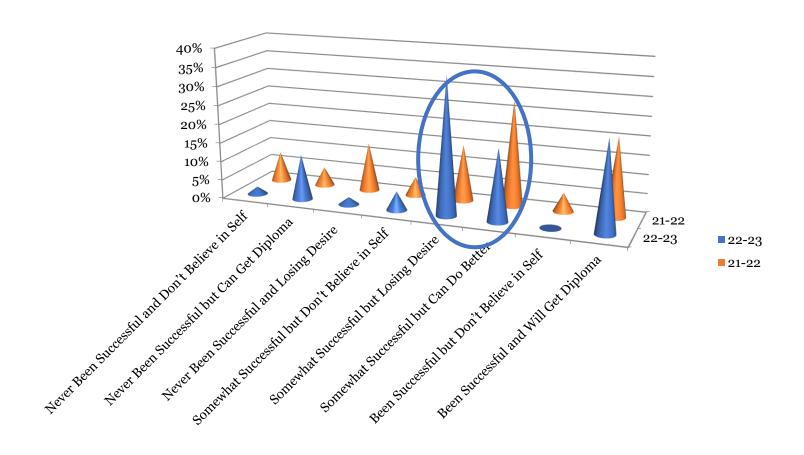
External Indicators of Hope/Hopelessness

_____ = indicates significant item necessary for school success as determined by members of leadership team.
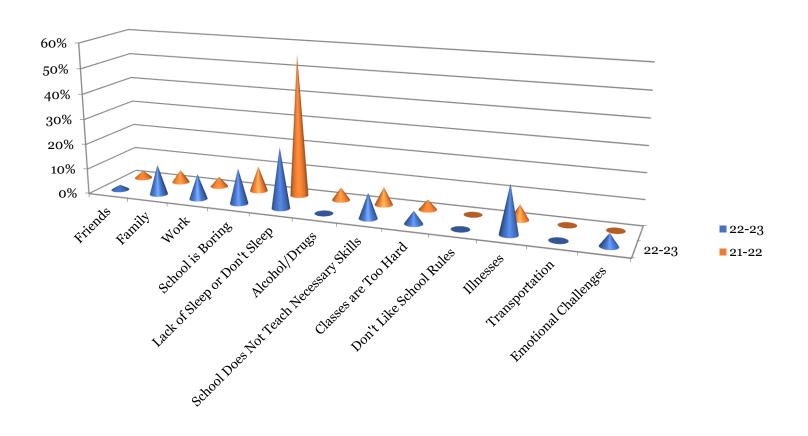
Note: 2022-2023 data reflects survey results from 71 students of a possible 103 students. 2021-2022 data reflects 63 responses from a possible 106 students.

Item #	Item Descriptor	Not Very		Somewhat		Very	
	School Value Perceptions						
		22-23	21-22	22-23	21-22	22-23	21-22
1	Value of High School Experience	0%	7%	30%	45%	70%	48%
2	Value of Things Learned in High School	10%	24%	59%	34%	32%	41%
4	Topics in School are Interesting.	18%	27%	63%	59%	19%	14%
		No Effort		Some Effort		Great Effort	
10	Student effort given to succeed	22-23	21-22	22-23	21-22	22-23	21-22
	Total Number	11	0	30	28	30	35
	Percent	16%	44%	42%	44%	42%	56%

		Yes	
		23-24	21-22
3	Overall Belief that School Staff Care	94%	87%

Internal Indicators of Hope/Hopelessness
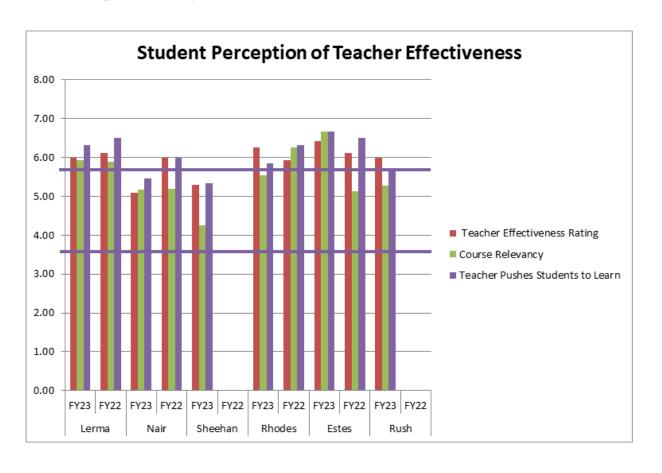
Factors Affecting Attendance

Student Perception of Teacher Effectiveness

Likert Scale Coding:
- Scale 1.0- 3.6 Perception of ineffectiveness
- Scale 3.7-5.7 Perception of typical effectiveness
- Scale of 5.8 – 7.0 Perception of high effectiveness.
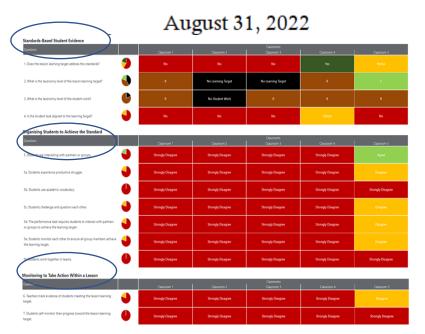
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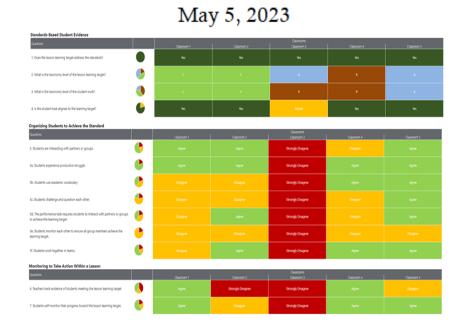
Students get bored in the teacher's class.	Providing choice and evaluating tasks and assignments based on student interest and life relevancy are key to eliminating the perception of boredom.
	A common teaching strategy that leads to high levels of boredom is the lecture only format. Lectures should be short and minimal. Teachers should look to maximize learning by doing and investigating. Best practice includes strategically planning essential questions and small tasks that students and student teams work through that lead to full demonstration of the standard. A common rule of thumb is: Speak less – observe more –ask more.

Rigor Walk® Data

Ratings are based on Instructional Empowerments Rigor Walk® Tool

- Standards-Based Student Evidence (Marzono's Taxonomy of Learning)
- Organizing Students to Achieve the Standards
- Monitoring to Take Action Within a Lesson

Strategies Implemented that will Continue

- Instructional Empowerment working with teachers and leadership
- Attendance Incentive Program
- School to Career Connection Program
- Standards Based Planning and Instruction
- Arizona Standards Based Courseware with Live Tutor
- Switch a state aligned assessment
- Expand intensive case management to students 8 credits away from graduation
- After school and Weekend Intervention
- Administrative Home Visits
- Social Emotional Counseling
- Proficiency Exams
- Incentives for A Honor Roll and A-B Honor Roll
- Perfect Attendance Incentive
- School Wide Math and Reading Comprehension Assessment

Strategies Planned for Implementation

- Employ an attendance coordinator to focus on reducing chronic absenteeism and student retention.

- Contract with mental health service provider to provide services at the school for 3 days out of the week.

- Continue to work with Instructional Empowerment to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance.

- Dedicate general funds to improve the general safety of the school facilities

- Dedicate general funds to contract with a security agency to place an armed security guard at the school.

- Use the Pre-ACT to restructure reading and math short cycle screeners.

- Identify 2025 cohort students and 2023 cohort students as being significant populations of case management for attendance.

- Identify 2023 cohort students currently and not currently enrolled and push these students to graduation or re-enrollment at another school.