

# **EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL**

Yuma Private Industry Council, Administration Building  
3834 W. 16<sup>th</sup> Street, Yuma, AZ 85364

Meeting Link:

<https://us06web.zoom.us/j/85390624728?pwd=K0U5SjB2ZGNWVzNqY3Y4ZllxbEJCUT09>

Meeting ID: 853 9062 4728, Passcode: 489886

Phone: +1 253 205 0468 US

July 12, 2023

8:00 a.m.

## **MINUTES**

### **I. CALL MEETING TO ORDER**

Antonio Zuniga called the meeting to order at 8:00 a.m.

### **II. PLEDGE OF ALLEGIANCE**

Patrick Goetz led the Pledge of Allegiance.

### **III. ROLL CALL**

The roll was called, and those present and absent were:

<b><u>Members Present:</u></b>	<b><u>Members Absent:</u></b>
Judith Castro (Virtually-7:56 a.m.) Jesus G. Figueroa (Virtually-7:55 a.m.), Michael J. Sabath(Virtually-7:59 a.m.), Antonio Zuniga (Virtually-7:57 a.m.),	Steven M. Miller (Excused)

**Thereby, a quorum was established.**

#### **Staff/Guest Present (Virtually):**

Samuel G. Loveless, WDB Chair  
Ana Garcia, Program Services Director  
Alicia Huizar, Contract Manager  
Steve Barba, Finance & Accounting Manager

Brian Grossenburg, Principal  
Patrick Goetz, Operations Director  
Nidia Herrera, Executive Director  
Beatriz Aguilar, Clerk of the Board

### **IV. CALL TO THE PUBLIC**

There were no comments from the public.

### **V. APPROVAL OF MINUTES**

Antonio Zuniga asked for a motion to approve the minutes from the June 14, 2023 meeting.

Judith Castro moved to approve the minutes from the meeting of June 14, 2023; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:02 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

## VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

### A. 2022-2023 Annual Performance and Perception Report

Principal Grossenburg presented a PowerPoint regarding the 2022-2023 Annual Performance and Perception Report. PowerPoint is attached.

Samuel G. Loveless asked, why does the school think it has a 30% chronic absenteeism. Principal Grossenburg replied, based on self-reported data the main reasons that students are reporting for not coming to school is due to lack of sleep or not going to bed on time, family, work, illnesses and boredom.

Samuel G. Loveless asked, how closely does chronic absenteeism correlate to the graduation rate. Principal Grossenburg replied, they do correlate.

Principal Grossenburg provided the following information,

- A grant was awarded to the school to hire an attendance coordinator whose specific task is to reduce chronic absenteeism rate
- The grant specifies the chronic absenteeism rate should reduce to below 30% to keep the position
- The grant will pay 50% of the position and the state classroom site funds will pay for the other 50%

A conversation took place regarding chronic absenteeism and how to improve the issue.

Judith Castro asked if the mental health services are geared towards guidance counseling for careers or their own mental health. Principal Grossenburg replied it is geared towards trauma, there would be emotional group counseling, one on one emotional counseling and emotional trauma interventions.

Judith Castro recommended the school hosts transition fairs where the school invites community partners and they provide resources regarding mental health services and knowing how to get started.

**B. Next Meeting Date:** Wednesday, August 9, 2023 at 8:00 a.m. via Zoom.

## VII. CONSENT ACTION ITEMS

### A. Student Activities Account for Educational Opportunity Center Charter High School for the period of June 30, 2023, in the amount of \$6,878.07.

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the June 30, 2023 balance of \$6,878.07.

Antonio Zuniga asked for the approval of the consent action items as presented.

Michael J. Sabath moved to approve the consent action items as presented; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 8:59 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

## **VIII. DISCUSSION ACTION ITEMS**

### **A. Expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2023, in the amount of \$1,301,251.**

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the expenditures as presented for the year-to-date period ending June 30, 2023 in the amount of \$1,301,251.

Expenses are at 96%, at 95% of the school year.

Antonio Zuniga asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2023 in the amount of \$1,301,251.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2023; seconded by Michael J. Sabath. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:01 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

### **B. Public Hearing pursuant to A.R.S. § 38-431.02 to allow public comment on the proposed FY 2023-2024 Budget for the Educational Opportunity Center Charter High School**

No comments were made or submitted in writing or verbally prior to the public hearing or during the public hearing for the Educational Opportunity Center Charter High School FY 2023-2024 Annual Budget.

### **C. FY 2023-2024 Proposed Budget**

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School Adopt the Proposed FY 2024 Operating Budget.

Antonio Zuniga asked for a motion to Adopt the Proposed FY 2024 Operating Budget.

Michael J. Sabath moved to Adopt the Proposed FY 2024 Operating Budget; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:03 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

### **D. Approve the Appointment of Michael J. Sabath as Chairman**

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the Appointment of Michael J. Sabath as Chairman for the Educational Opportunity Center Charter High School Governing Board.

Antonio Zuniga asked for a motion to Approve the Appointment of Michael J. Sabath as Chairman for the Educational Opportunity Center Charter High School Governing Board.

Judith Castro moved to approve the Appointment of Michael J. Sabath as the Chairman for the Educational Opportunity Center Charter High School Governing Board; seconded by Jesus G. Figueroa. the motion passed.

VOICE VOTE: The motion carried 3-0 at 9:04 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Antonio Zuniga)

Abstains: 1 (Michael J. Sabath)

Antonio Zuniga congratulated Dr. Sabath and thanked him for his commitment and willingness. Dr. Sabath thanked the Board and stated he is looking forward to working with the Board to improve the EOC Charter High School in any way possible.

**E. Inter-Agency Catering Agreement with YUHSD #70**

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the Inter-Agency Catering Agreement with YUHSD #70.

Antonio Zuniga asked for a motion to approve the Inter-Agency Catering Agreement with YUHSD #70.

Michael J. Sabath moved to approve the Inter-Agency Catering Agreement with YUHSD #70; seconded by Judith Castro. the motion passed.

VOICE VOTE: The motion carried 4-0 at 9:06 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**F. Board Discussion of Mandating Clear and/or Mesh Backpacks**

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School enter into a discussion to mandate the use of clear or mesh backpacks and prohibit the use of traditional backpacks where items are fully concealed from view.

Judith Castro asked, will females be able to carry an enclosed small bag for their feminine products. Principal Grossenburg replied yes, this is intended more for weapons that could do major harm.

Michael J. Sabath asked, are the backpacks provided to the students free of cost. Principal Grossenburg replied yes, the first backpack will be provided at no cost.

Judith Castro asked, will there be guidance or a policy as to what is allowed to be carried in the backpacks. Principal Grossenburg replied yes, a policy will be put in place.

The item will be presented for voting once a policy is presented with further information.

**G. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Maria Chavoya as a Charter Holder Governance**

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School the authorization to submit documentation to the Arizona State Board for Charter Schools to remove Maria Chavoya as a Charter Holder Governance.

Antonio Zuniga asked for a motion to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Maria Chavoya as a Charter Holder Governance.

Michael J. Sabath moved to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Maria Chavoya as a Charter Holder Governance; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:16 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**H. Authorization to submit documentation to the Arizona State Board for Charter Schools to add Laura Wisniewski as a Charter Holder Governance**

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School the authorization to submit documentation to the Arizona State Board for Charter Schools to add Laura Wisniewski as a Charter Holder Governance.

Antonio Zuniga asked for a motion to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to add Laura Wisniewski as a Charter Holder Governance.

Jesus G. Figueroa moved to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to add Laura Wisniewski as a Charter Holder Governance; seconded by Michael J. Sabath. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:17 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**I. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Alicia Huizar as a Charter Holder Representative**

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School the authorization to submit documentation to the Arizona State Board for Charter Schools to remove Alicia Huizar as a Charter Holder Representative.

Antonio Zuniga asked for a motion to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Alicia Huizar as a Charter Holder Representative.

Judith Castro moved to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Alicia Huizar as a Charter Holder Representative; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:19 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**J. Authorization to submit documentation to the Arizona State Board for Charter Schools to add Nidia Herrera as a Charter Holder Representative**

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School the authorization to submit documentation to the Arizona State Board for Charter Schools to add Nidia Herrera as a Charter Holder Representative.

Antonio Zuniga asked for a motion to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to add Nidia Herrera as a Charter Holder Representative.

Judith Castro moved to approve the Authorization to submit documentation to the Arizona State Board for Charter Schools to add Nidia Herrera as a Charter Holder Representative; seconded by Jesus G. Figueroa. The motion passed.

VOICE VOTE: The motion carried 4-0 at 9:21 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**IX. OTHER INFORMATION OR DISCUSSION ITEMS**

There were no Other Information or Discussion Items.

**X. GOOD OF THE ORDER**

Principal Grossenburg congratulated Dr. Sabath for his appointment as the Board Chair and stated he is open to meet if needed.

**XI. ADJOURNMENT**

Antonio Zuniga asked for a motion to adjourn the meeting.

Michael J. Sabath made the motion which was seconded by Judith Castro. The motion passed, and the meeting adjourned at 9:23 a.m.

VOICE VOTE: The motion carried 4-0 at 9:23 a.m. (Yes-Judith Castro, Jesus G. Figueroa, Michael J. Sabath & Antonio Zuniga)

**Respectfully submitted by; Beatriz Aguilar, Clerk of the Board.**



# 22-23 Annual Perception and Performance Report

Prepared by:  
Brian Grossenburg

# Overview

- Pre and Post Pre-ACT Data
- 11<sup>th</sup> 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<sup>®</sup> Data
- Trends and Strategies

# Pre-ACT Data

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

\* 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 9<sup>TH</sup> – 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
<b>CHANGE</b>	<b>5.25</b>	<b>6.75</b>	<b>3.5</b>	<b>10.25</b>	<b>4.25</b>	<b>4</b>
<b>NUMBER THAT IMPROVED</b>	<b>4</b>		<b>PERCENT THAT IMPROVED</b>			<b>100%</b>

### 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
SPRING AVERAGE	11.45	14.43	12.64	15.79	12.71	13.93
<b>CHANGE</b>	<b>0.09</b>	<b>3.36</b>	<b>3.43</b>	<b>4.29</b>	<b>1.14</b>	<b>1.14</b>
<b>NUMBER THAT IMPROVED</b>	<b>9</b>		<b>PERCENT THAT IMPROVED</b>			<b>64%</b>

### 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
SPRING AVERAGE	16.86	17.09	16.64	17.14	15.14	17.82
<b>CHANGE</b>	<b>3.77</b>	<b>5.45</b>	<b>4.23</b>	<b>3.23</b>	<b>1.59</b>	<b>3.31</b>
<b>NUMBER THAT IMPROVED</b>	<b>22</b>		<b>PERCENT THAT IMPROVED</b>			<b>100%</b>

### 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
SPRING AVERAGE	15.63	15.95	14.8	17.05	14.05	16.05
<b>CHANGE</b>	<b>3.53</b>	<b>4.85</b>	<b>3.87</b>	<b>4.3</b>	<b>1.7</b>	<b>2.12</b>
<b>NUMBER THAT IMPROVED</b>	<b>35</b>		<b>PERCENT THAT IMPROVED</b>			<b>88%</b>

# Pre-ACT Data

## End of Year Concept Error Analysis

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

# 11<sup>th</sup> Grade ACT Data

## 11<sup>th</sup> Grade ACT Data

Total 11 <sup>th</sup> Grade Tested	18
Total FAY Expected to Test	18
Total FAY Tested	16
Total 11 <sup>th</sup> 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
<b>Difference</b>	<b>1.55</b>	<b>.04</b>	<b>.23</b>	<b>.01</b>	<b>.92</b>	<b>3.79</b>

# 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%
<b>Percent Cohort 2023</b>	<b>78%</b>	13%
Percent Cohort 2022	15%	<b>39%</b>
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%	2	4	49
Cohort 2023-Senior	17	23%	25	34%	8	11%	4	5%	1	1%	1	5	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 5<sup>th</sup> year cohort is counted in the graduation rate formula. Schools have until June 30<sup>th</sup>, 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

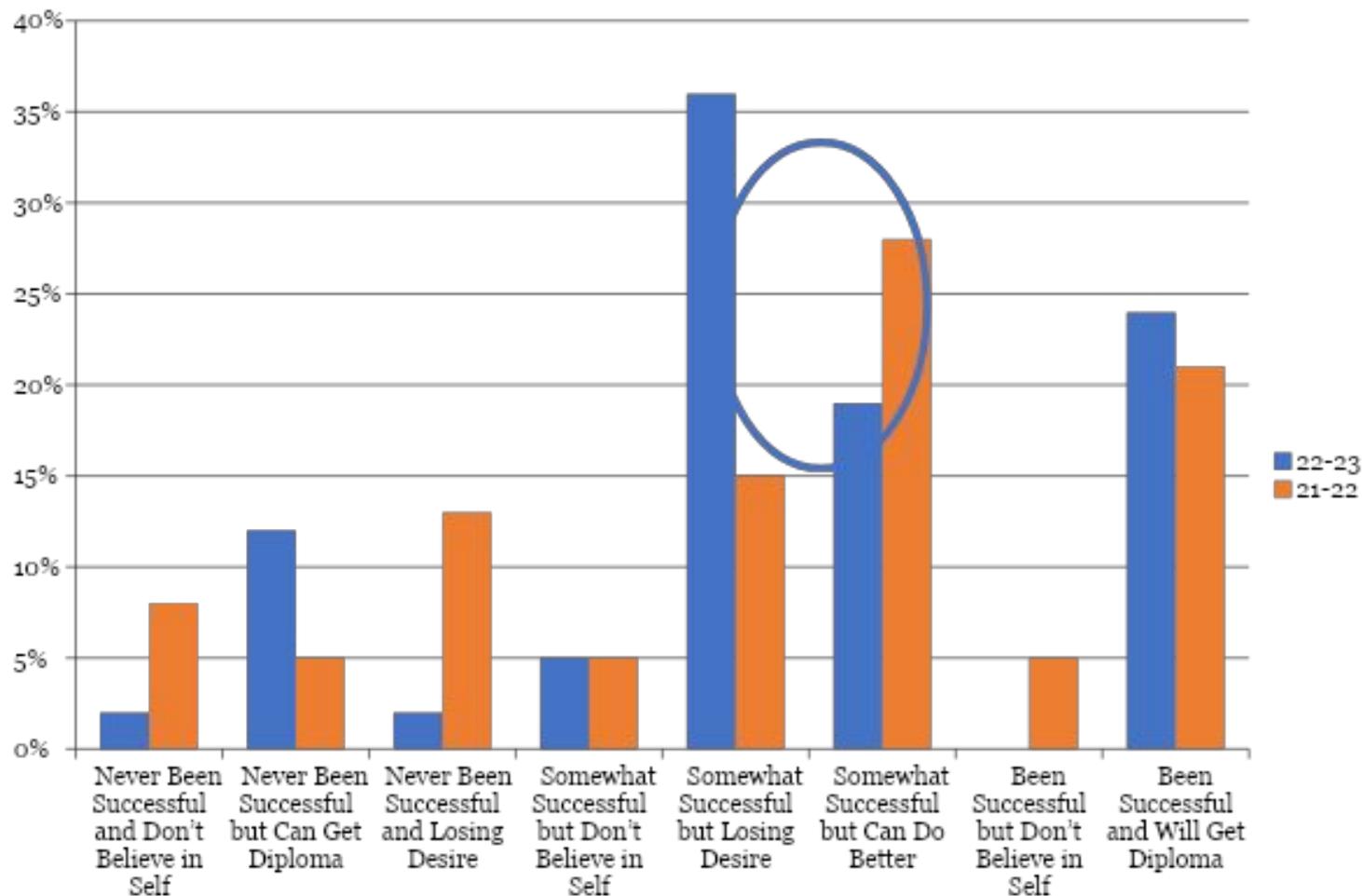
# External Indicators of Hope/Hopelessness

**\_\_\_\_\_** = indicates significant item necessary for school success as determined by members of leadership team.

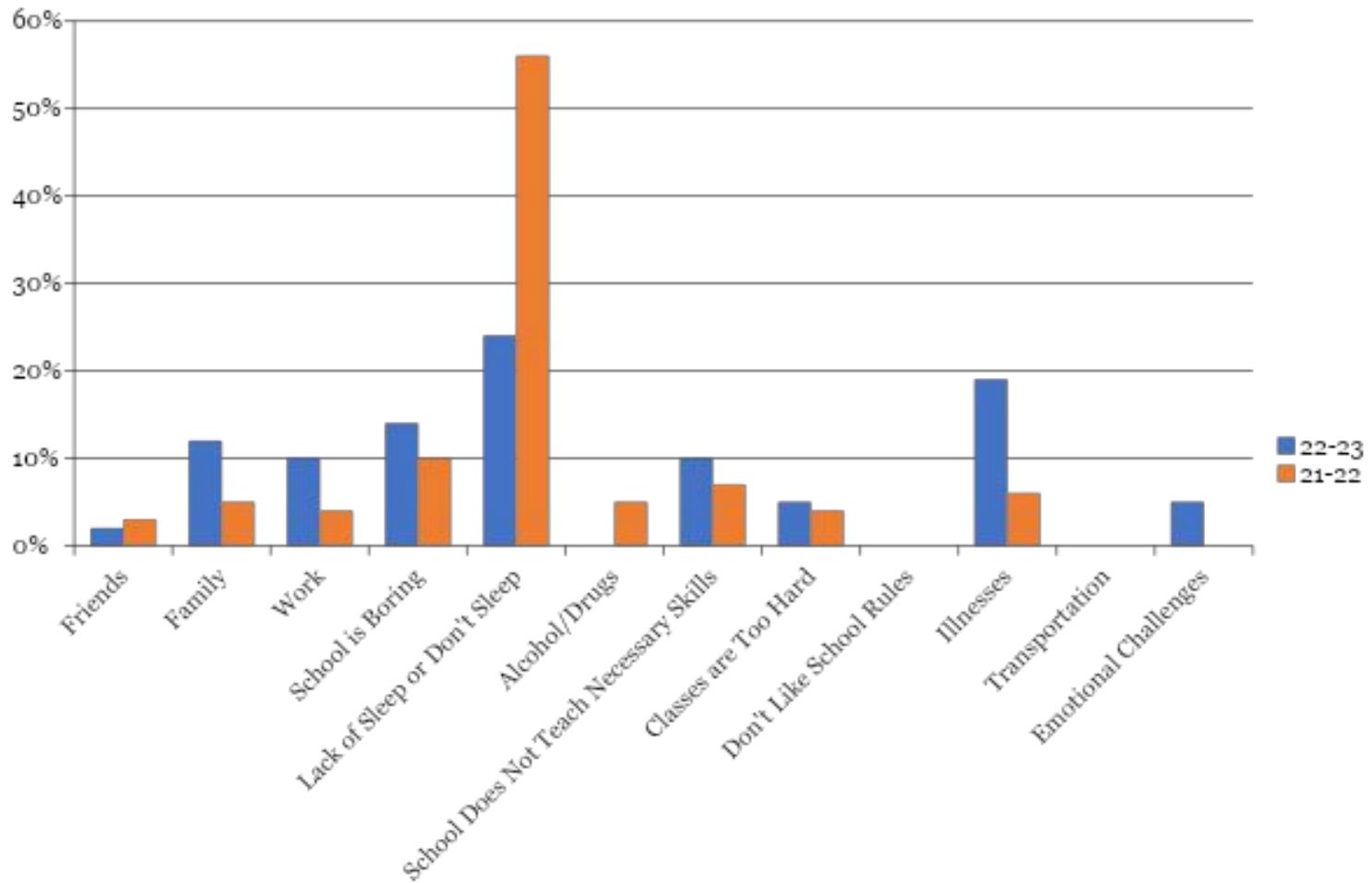
Note: 2022-2023 data reflects survey results from 71 students of a possible 103 students. 2021-2022 data reflects 63 responses from a possible 106 students.

School Value Perceptions								
Item #	Item Descriptor	Not Very		Somewhat		Very		
		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%	
10	Student effort given to succeed	No Effort		Some Effort		Great Effort		
		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



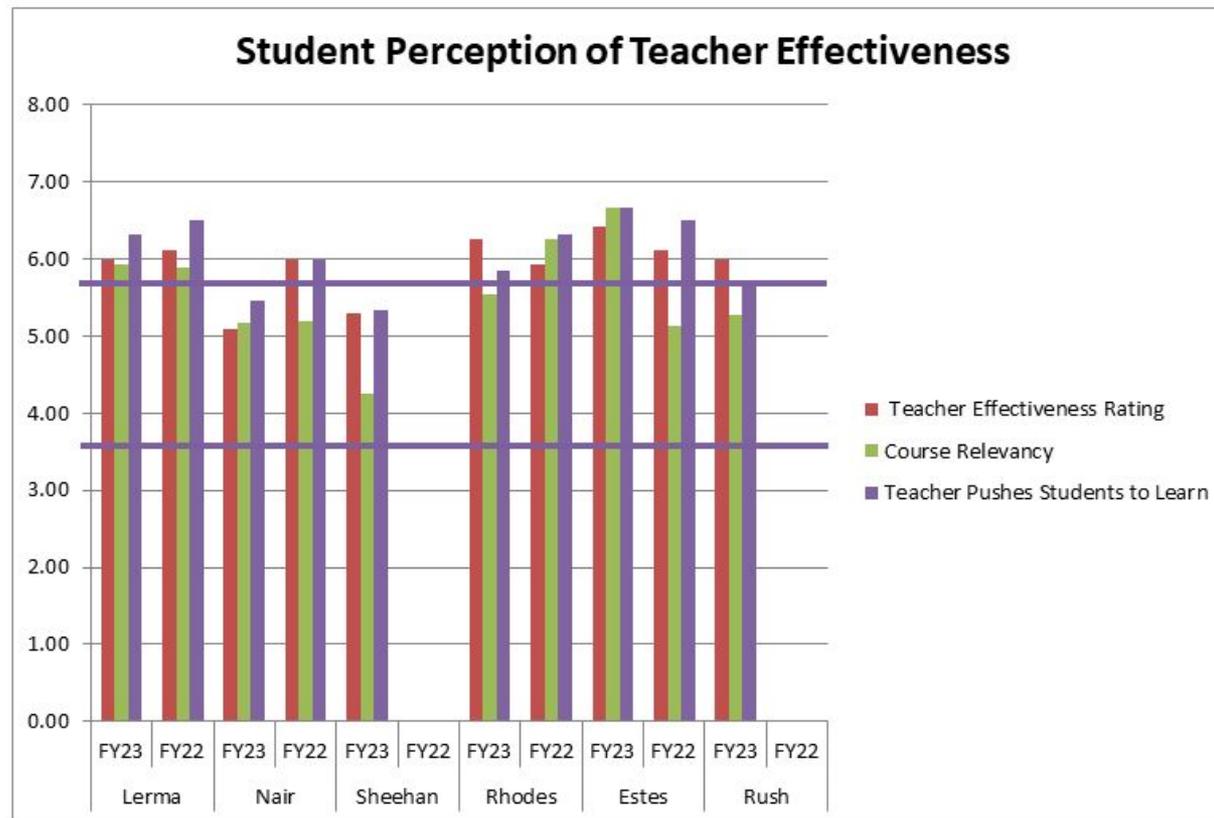
# Factors Affecting Attendance



# 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.



# Student Perception of Teacher Effectiveness

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

August 31, 2022

Standards-Based Student Evidence					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
1. Does the lesson learning target address the standards?	No	No	No	Yes	Yes
2. What is the taxonomy level of the lesson learning target?	E	No Learning Target	No Learning Target	E	C
3. What is the taxonomy level of the student work?	E	No Student Work	E	E	E
4. Is the student task aligned to the learning target?	No	No	No	Yes	No

Organizing Students to Achieve the Standard					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
3. Students are interacting with partners or groups	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Agree
3a. Students experience productive struggle	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
3b. Students use academic vocabulary	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
3c. Students challenge and question each other	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
3d. The performance task requires students to interact with partners or groups to achieve the learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
3e. Students monitor each other to ensure all group members achieve the learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
3f. Students work together in teams	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

Monitoring to Take Action Within a Lesson					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
6. Teachers track evidence of students meeting the lesson learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Disagree
7. Students self-monitor their progress toward the lesson learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree

May 5, 2023

Standards-Based Student Evidence					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
1. Does the lesson learning target address the standards?	Yes	Yes	Yes	Yes	Yes
2. What is the taxonomy level of the lesson learning target?	C	C	A	E	A
3. What is the taxonomy level of the student work?	C	C	E	E	A
4. Is the student task aligned to the learning target?	Yes	Yes	Yes	Yes	Yes

Organizing Students to Achieve the Standard					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
3. Students are interacting with partners or groups	Agree	Agree	Strongly Disagree	Disagree	Agree
3a. Students experience productive struggle	Agree	Agree	Strongly Disagree	Agree	Agree
3b. Students use academic vocabulary	Disagree	Disagree	Strongly Disagree	Agree	Agree
3c. Students challenge and question each other	Disagree	Disagree	Strongly Disagree	Disagree	Agree
3d. The performance task requires students to interact with partners or groups to achieve the learning target	Disagree	Agree	Strongly Disagree	Disagree	Agree
3e. Students monitor each other to ensure all group members achieve the learning target	Disagree	Disagree	Strongly Disagree	Disagree	Disagree
3f. Students work together in teams	Disagree	Agree	Strongly Disagree	Agree	Agree

Monitoring to Take Action Within a Lesson					
Questions	Classroom 1	Classroom 2	Classrooms Classroom 3	Classroom 4	Classroom 5
6. Teachers track evidence of students meeting the lesson learning target	Agree	Strongly Disagree	Strongly Disagree	Agree	Disagree
7. Students self-monitor their progress toward the lesson learning target	Agree	Disagree	Strongly Disagree	Agree	Agree

- Standards-Based Student Evidence (Marzano'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.