

EDUCATIONAL OPPORTUNITY CENTER CHARTER HIGH SCHOOL

Yuma Private Industry Council, Administration Building

3834 W. 16th Street, Yuma, AZ 85364

Meeting Link: <https://us06web.zoom.us/j/82168661369>

Meeting ID: 821 6866 1369

Phone: +1 253 215 8782 US

July 10, 2024

8:00 a.m.

MINUTES

I. CALL MEETING TO ORDER

Michael J. Sabbath 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:

<u>Members Present:</u>	<u>Members Absent:</u>
Judith Castro (Virtually-7:57 a.m.), Michael J. Sabbath (Virtually-7:58 a.m.) Jesus G. Figueroa (Virtually-7:56 a.m.)	Tonya Tacker (Excused) Antonio Zuniga (Excused)

Thereby, a quorum was established.

Staff/Guest Present (Virtually):

Jessica Cisneros, YPIC

Melissa Long, YPIC

Alicia Huizar, Contracts Manager

Steve Barba, Finance & Accounting Manager

Brian Grossenburg, Principal

Nidia Herrera, Executive Director

Patrick Goetz, Operations Director

Beatriz Aguilar, Clerk of the Board

IV. CALL TO THE PUBLIC

There were no comments from the public.

V. APPROVAL OF MINUTES

Michael J. Sabbath asked for a motion to approve the June 12, 2024 meeting minutes.

Jesus G. Figueroa moved to approve the June 12, 2024 meeting minutes; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:02 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabbath)

VI. SCHOOL PRINCIPAL'S REPORT

Principal Brian Grossenburg reported the following:

A. Estimated Count Enrollment

Estimated count on July 1, 2024 was 77, the school will be paid only for 77 students for the month of August. Current estimated count is at 84, once the Arizona

Department of Education Finance Department starts pulling data from the schools system, they will retroact the pay in the forwarding months.

Michael J. Sabath asked if it's typical for this time of the year to have lower numbers. Principal Grossenburg replied yes.

B. Public Comments on Body Worn Cameras

Principal Grossenburg informed the Board, no comments were received regarding the Body Worn Camera Policy.

C. FY24 Perception and Performance Report

Principal Grossenburg presented a PowerPoint regarding the FY24 Perception and Performance Report. PowerPoint is attached.

Michael J. Sabath commented that he sees the support with some of the actions that the school is taking. For example with security measures, it is supported by the data provided and is glad to see that people have a positive view of the school.

Jesus G. Figueroa asked a question regarding parental involvement in their children's educational learning endeavors. Are there any activities that parents can help with in terms of volunteering or being more supportive. Principal Grossenburg replied no, other than what the agency offers to the parents there is nothing else. Principal Grossenburg stated he will research internal structures that can be offered.

D. FY25 Summary of Changes to Handbook

Principal Grossenburg shared the two major additions that were added to the handbook.

- Added language regarding the Body Worn Camera Policy
- Added the full Title IX Policy which prohibits sex discrimination in any education program or activity (including pregnancy, sexual orientation, and gender identity)

E. School Board Member Minicamps-Orientation-Reorientation

Principal Grossenburg stated he is providing a minicamp to review Board members duties and responsibilities. Principal Grossenburg shared a flyer, flyer is attached.

F. Next Meeting Date: Wednesday, August 14, 2024 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, 2024, in the amount of \$6,883.09.

Patrick Goetz recommended the Governing Board of the Educational Opportunity Center Charter High School approve the June 30, 2024 balance of \$6,883.09.

Michael J. Sabath asked for the approval of the consent action items as presented. Judith Castro moved to approve the consent action items as presented; seconded by Jesus G. Figueroa . The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:50 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

VIII. DISCUSSION ACTION ITEMS

A. Expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2024, in the amount of \$1,355,913.

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, 2024 in the amount of \$1,355,913.

Expenses are at 96%, at 99% of the school year.

Michael J. Sabath asked for a motion to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2024 in the amount of \$1,355,913.

Jesus G. Figueroa moved to approve the expenditures for the Educational Opportunity Center Charter High School for the period ending June 30, 2024; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:52 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

B. Public Hearing pursuant to A.R.S. § 38-431.02 to allow public comment on the proposed FY 2024-2025 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 2024-2025 Annual Budget.

C. FY 2024-2025 Proposed Budget

Patrick Goetz recommended the Educational Opportunity Center Charter High School Board approve the FY 2024-2025 Proposed Budget.

Michael J. Sabath asked for a motion to approve the FY 2024-2025 Proposed Budget.

Jesus G. Figueroa moved to approve the FY 2024-2025 Proposed Budget; seconded by Judith Castro.

Michael J. Sabath asked if the budget is reduced due to enrollments. Principal Grossenburg replied yes. Steve Barba commented that it has also reduced because Crane District will be sponsoring meals for the next school year.

VOICE VOTE: The motion carried 3-0 at 8:55 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

D. Authorization to submit documentation to the Arizona State Board for Charter Schools to remove Antonio Zuniga 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 Antonio Zuniga as a Charter Holder Governance.

Michael J. Sabath asked for a motion to approve the authorization to submit documentation to the Arizona State Board for Charter Schools to remove Antonio Zuniga as a Charter Holder Governance.

Jesus G. Figueroa asked if the Board will have fewer Board members. Principal Grossenburg replied Mr. Zuniga is not being removed as a Board member he will only be removed from being the Charter Holder Governance.

Jesus G. Figueroa moved to approve the authorization to submit documentation to the Arizona State Board for Charter Schools to remove Antonio Zuniga as a Charter Holder Governance; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:56 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

E. Authorization to submit documentation to the Arizona State Board for Charter Schools to add Michael J. Sabath 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 Michael J. Sabath as a Charter Holder Governance.

Michael J. Sabath asked for a motion to approve the authorization to submit documentation to the Arizona State Board for Charter Schools to add Michael J. Sabath as a Charter Holder Governance.

Nidia Herrera stated, when the elections for the Workforce Development Board took place Michael J. Sabath was selected as the Secretary/Treasurer therefore this is the reason for the removal of Antonio Zuniga and addition of Michael J. Sabath 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 Michael J. Sabath as a Charter Holder Governance; seconded by Michael J. Sabath. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:58 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

F. Body Worn Camera Policy

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School to approve the Body Worn Camera Policy.

Michael J. Sabath asked for a motion to approve the Body Worn Camera Policy.

Jesus G. Figueroa moved to approve the Body Worn Camera Policy; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 8:59 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

G. FY25 Handbook

Patrick Goetz recommended to the Governing Board of the Educational Opportunity Center Charter High School to approve the FY25 Handbook.

Michael J. Sabath asked for a motion to approve the FY25 Handbook.

Jesus G. Figueroa moved to approve the FY25 Handbook; seconded by Judith Castro. The motion passed.

VOICE VOTE: The motion carried 3-0 at 9:00 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

IX. OTHER INFORMATION OR DISCUSSION ITEMS

There was no other information or discussion items.

X. GOOD OF THE ORDER

There was nothing for the good of the order.


XI. ADJOURNMENT

Michael J. Sabath asked for a motion to adjourn the meeting.

Judith Castro made the motion which was seconded by Jesus G. Figueroa. The motion passed, and the meeting adjourned at 9:00 a.m.

VOICE VOTE: The motion carried 3-0 at 9:00 a.m. (Yes-Judith Castro, Jesus G. Figueroa & Michael J. Sabath)

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



FY24 Annual Perception and Performance Report

Prepared by:
Brian Grossenburg

Overview

- Enrollment , Attendance and Graduation Data (AEG)
- Pre and Post Pre-ACT Data
- 11th Grade ACT Data
- Arizona A-F Accountability Data
- Perceptions of Hope/Hopelessness
- Parent, Guardian, Caretaker Perception
- Staff Perception of Principal Performance
- Student Perception of Teacher Performance
- Instructional Empowerment's Rigor Walk[®] Data
- Cognia ELEOT Data
- Trends and Strategies

Attendance, Enrollment, and Graduation Data (AEG)

	23-24	Q4 23-24	Q3 23-24	Q2 23-24	Q1 23-24	22-23	21-22
Number of Students with an Enrollment Record	154	154	133	121	109	192	159
Number/Percent of Newly Enrolled Students	74/49%	74/49%	58/44%	51/42%	36/33%	132/69%	73/46%
Oct 1 Percent of Students 1 year or more below credits or academic testing performance	95%	-	-	-	95%	92%	91%
Percent No Longer Enrolled Other than Graduating	22%	31%	31%	13%	12%	41%	40%
Percent that Dropped Out	11%	19%	20%	5%	1%	18%	19%
Percent that Aged Out	2%	2%	2%	2%	2%	3%	3%
Percent that Transferred Out	8%	8%	10%	6%	6%	14%	15%
Percent that Sought GED	2%	2%	2%	2%	2%	3%	1%
Percent Long Term Incarcerated	2%	2%	2%	1%	1%	2%	1%
Percent Deceased	0%	1%	0%	0%	0%	1%	1%
Percent Returning into Next Year (Persistence)	91%	91%*	-	-	-	71%	60%
Percent that Graduated	26%	26%	18%	8%	9%	16%	15%
Chronic Absenteeism Rate	25%	21%	31%	33%	15%	35%	46%
Annual Average Daily Attendance (AADA)	67%	72%	57%	56%	83%	63%	58%
Percent Cohort 2027	1%	2%	1%	1%	0%	-	-
Percent Cohort 2026	9%	9%	10%	9%	7%	4%	ND
Percent Cohort 2025	21%	23%	20%	21%	20%	10%	2%
Percent Cohort 2024	38%	36%	36%	40%	39%	25%	8%
Percent Cohort 2023	21%	19%	21%	21%	24%	78%	13%
Percent Cohort 2022	7%	7%	7%	7%	7%	15%	39%
Percent Cohort 2021	2%	2%	2%	2%	2%	2%	13%
Percent Cohort 2020	3%	3%	3%	3%	2%	5%	11%
Percent Cohort 2019	0%	0%	0%	0%	0%	2%	8%
Percent Cohort 2018		-	-	-	-	0%	6%

EOY All Enrollment Based On Cohort													
	Graduated		Chronic Absenteeism		Dropout/Age Out		Transferred or Seeking GED		Death/Long Term Incarcerated		Still On Track But Did Not Graduate		Class Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Cohort 2026 -Freshman	0	0%	0	0%	0	0%	0	0%	1	0%	1	100%	2
Cohort 2026 -Sophomore	0	0%	5	35%	2	14%	1	7%	0	0%	7	54%	14
Cohort 2025-Junior	5	14%	10	27%	4	11%	4	11%	0	0%	14	54%	36
Cohort 2024-Senior	21	38%	9	16%	12	22%	4	7%	1	2%	15	52%	55
Cohort 2023- Senior +1*	11	36%	9	30%	6	20%	4	13%	1	3%	4	31%	30
Cohort 2022-Senior +2	2	18%	9	82%	4	36%	1	9%	0	0%	3	60%	11
Cohort 2021-Senior +3	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%	2
Cohort 2020-Senior +4	0	0%	3	100%	3	100%	0	0%	0	0%	0	0%	3

Pre-ACT Data

FY24 Average EOY Scores by Category

	Number Tested	Composite	Math	English	Reading	Science	STEM
9th - 10th	11	14.54	15.63	13.55	15.18	13.45	14.9
11th	21	14.06	14.41	13.24	14.94	13	14.06
12th	22	13.01	14.04	10.54	13.17	13.33	13.83
Schoolwide	54	13.88	14.63	12.56	14.48	13.23	14.23
Arizona Average		18.4	18.5	17.3	18.8	18.5	ND
Fall Difference from State Average		-4.3	-4	-2.2	-6.3	-4.4	-
May Difference from State Average		-4.52	-3.87	-4.74	-4.32	-5.27	-

FY23 Average EOY Scores by Category

	Number Tested	% of Population	Composite	Math	English	Reading	Science	STEM
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	

- Score in Pre-ACT remained consistent in FY23 and FY24
- Improvement from an average state difference of -6.1 points in 21-22.
- Lack of curriculum and instruction alignment to the Pre-ACT and ACT is priority focus for FY25

Pre-ACT Data

FY24 Pre-ACT End of the Year Growth Data

23-24 9TH – 10TH GRADE GROWTH DATA (10 STUDENTS WITH PRE AND POST SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.50	15.17	14.33	15.17	12.17	15.50
SPRING AVERAGE	15.19	16.26	15.52	15.71	13.95	15.67
CHANGE	.69	1.09	1.19	.54	1.78	.17
NUMBER THAT IMPROVED	9		PERCENT THAT IMPROVED			90%

23-24 11TH GRADE GROWTH DATA (16 STUDENTS WITH PRE AND POST SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	13.27	11.07	13.72	13.56	10.5	15
SPRING AVERAGE	15.25	14.75	14.46	14.88	14.04	17.13
CHANGE	1.98	3.68	.74	1.32	3.54	2.13
NUMBER THAT IMPROVED	12		PERCENT THAT IMPROVED			75%

23-24 12TH GRADE GROWTH DATA (15 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.45	14.78	14.27	14.8	13.55	14.98
SPRING AVERAGE	14.24	14.67	15.1	15.05	12	14.57
CHANGE	-.21	-.11	.83	.25	-1.55	-.41
NUMBER THAT IMPROVED	7		PERCENT THAT IMPROVED			46%

23-24 SCHOOL WIDE GROWTH DATA (41 STUDENTS PRE AND EOC SCORES)

	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING
FALL AVERAGE	14.12	14.5	14.12	14.59	12.5	14.94
SPRING AVERAGE	15.89	15.22	15.37	15.21	13.33	16.79
CHANGE	1.77	.72	1.25	.62	.83	1.85
NUMBER THAT IMPROVED	26		PERCENT THAT IMPROVED			63%

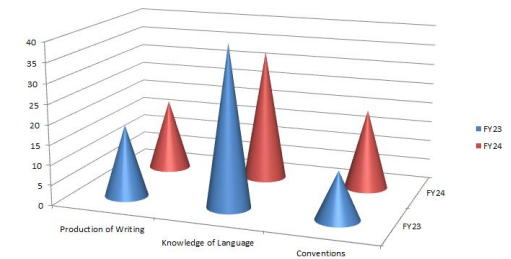
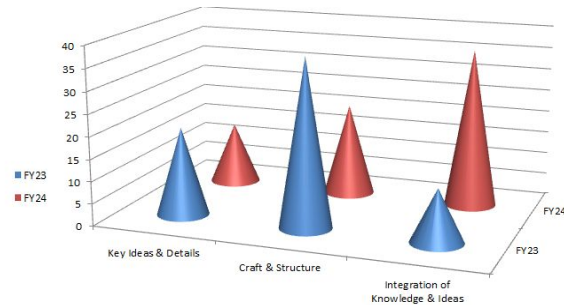
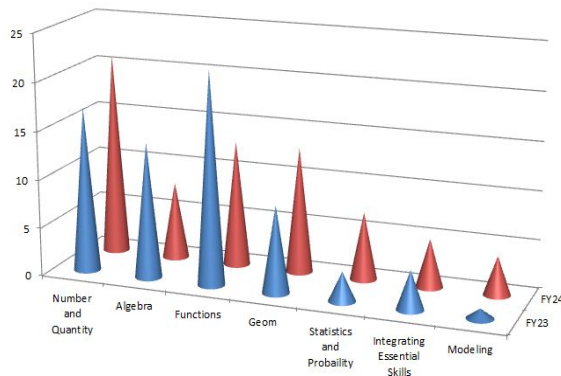
Last years 11th graders →

Growth – but minimal

Pre-ACT Data

End of Year Concept Error Analysis

- Math: 7 Concept Areas – Functions, and Numbers and Quantity (Same as FY23)
- Reading: 3 Concept Areas - Craft and Structure (Moved from Number 2 spot to number 1 spot; FY23 Integration of Knowledge was highest – now lowest)
- English: 3 Concept Areas - Knowledge of Language (Same as FY23 – little change in all concepts)



11th Grade ACT Data

11th Grade ACT Data

Category	Composite			Math			Science			English			Reading		
	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22
Proficient	0%	6%	0%	0%	6%	12%	16%	6%	12%	0%	6%	0%	11%	6%	6%
Partially Proficient	42%	6%	12%	42%	50%	24%	47%	22%	29%	11%	13%	29%	26%	22%	0%
Total Percent Partially Proficient or Better	42%	12%	12%	42%	56%	36%	63%	28%	41%	11%	19%	29%	37%	28%	6%

← No real improvement in proficiency and language areas – Moving students to partially proficient in Math and Science

Demographic	FY24	FY23	FY22
Total 11 th Grade Tested	19	18	17
Total FAY Expected to Test	23	27	32
Total FAY Tested	17	16	14



	Composite			Math			Science			English			Reading		
	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22	FY24	FY23	FY22
Average	13.95	13	11.91	13.53	14.39	11.74	15.74	12.94	12.37	12.1	11.72	11.35	13.89	12	12.18
FAY Average	13.73	13.36	12.98	13.4	14.21	13.82	15.53	13.43	13.68	11.93	12.00	12.04	13.67	12.64	12.36

← Minimal Change

Arizona A-F Accountability Data

	FY24	FY23	FY22	FY21
11 th Grade ACT Proficiency (15 Points Possible)	0*	1.7	.96	**
Growth to Graduation (30 Points)	24*	20.9	18.9	18.6
Graduation Rate (10 Points)	6.2*	5.83	5.36	6.28
College and Career Readiness (35 Points)	34.2*/98%	31.3/89%	29.8/85%	24.6/70%

ND= No data at this point

*Predicted

** No Data due to Arizona eliminating testing in that year

Academic Persistence (10%) (9.1 pts*)
Credits Earned (10%) (5.6 pts*)
On Track to Graduate (10%) (9.3 pts*)

Best of all cohorts (+10 students) (10%)

32 indicators – Students must achieve at least a total of 1 point on combination of indicators – ratio 1 pointers/total eligible to graduate

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 an average of 58.4 responses of a possible 100 students. Q1 had 74 responses; Q2 had 54 responses; Q3 had 61 responses; Q4 had 54 Responses. See Enrollment Information for overall enrollment data for the 23-24 School Year.

School Value Perceptions

		Not Very					Somewhat					Very				
		Q4	Q3	Q2	Q1	FY23	Q4	Q3	Q2	Q1	FY23	Q4	Q3	Q2	Q1	FY23
1	Value of High School Experience	0%	0%	0%	7%	0%	38%	43%	50%	42%	30%	68%	53%	50%	51%	70%
2	Value of Things Learned in High School	15%	17%	20%	8%	10%	46%	47%	53%	57%	59%	39%	36%	27%	35%	32%
4	Topics in School are Interesting.	5%	7%	6%	7%	18%	70%	72%	68%	85%	63%	25%	21%	26%	9%	19%

Items of Critical Importance to School Success

		Not Very Much Effort					Some Effort					Great Effort				
		Q4	Q3	Q2	Q1	FY23	Q4	Q3	Q2	Q1	FY23	Q4	Q3	Q2	Q1	FY23
10	Student effort given to succeed	11%	8%	7%	6%	16%	25%	23%	26%	36%	42%	64%	69%	53%	57%	42%
					Yes Responses					Number of Surveys FY23 Average of 58.4 surveys Q1 68 surveys Q2 54 surveys Q3 61 surveys Q4 52 surveys						
					Q4	Q3	Q2	Q1	22-23							
3	The staff really care about students				96%	91%	84%	81%	94%							
5	Diploma is necessary for life success				97%	97%	97%	98%	96%							

Internal Indicators of Hope/Hopelessness

Internal Indicators of Hope-Self Perception of School Success

Self Belief About School Success	Q4	Q3	Q2	Q1	22-23	21-22
Never Been Successful and Don't Believe in Self	2%	2%	0%	3%	2%	8%
Never Been Successful but Can Get Diploma	16%	12%	13%	0%	12%	5%
Never Been Successful and Losing Desire	14%	18%	0%	28%	2%	13%
Somewhat Successful but Don't Believe in Self	1%	2%	10%	4%	5%	5%
Somewhat Successful but Losing Desire	6%	9%	7%	11%	36%	15%
Somewhat Successful but Can Do Better	30%	27%	37%	26%	19%	28%
Been Successful but Don't Believe in Self	0%	0%	0%	0%	0%	5%
Been Successful and Will Get Diploma	31%	30%	33%	28%	24%	21%

Note: The main reasons our students say they are losing desire are 1) Lack of relevancy to what they feel they really need to learn, and 2) school is boring. In FY23 the most reported reasons for losing desire also included that school did not offer a quick or fast enough way to get a diploma. That reason was not reported in FY24.

Main Reasons for Absenteeism

	Q4	Q3	Q2	Q1	22-23	21-22
6 Friends	6%	2%	0%	0%	2%	3%
6 Family	2%	4%	5%	6%	12%	5%
6 Work	12%	8%	7%	6%	10%	4%
6 School is Boring	22%	21%	15%	24%	14%	10%
6 Lack of Sleep or Don't Sleep	18%	20%	23%	24%	24%	56%
6 Alcohol/Drugs	6%	4%	3%	6%	0%	5%
6 School Does Not Teach Necessary Skills	8%	8%	7%	6%	10%	7%
6 Classes are Too Hard	3%	5%	5%	4%	5%	4%
6 Don't Like School Rules	0%	2%	3%	4%	0%	0%
6 Illnesses	13%	18%	20%	14%	19%	6%
6 Transportation	8%	6%	9%	4%	0%	0%
6 Emotional Challenges	2%	2%	3%	2%	5%	0%

Parent, Guardian, Caretaker Perception

Perception of Parent-Teacher-School Satisfaction

Perception of Parent-Teacher-School Satisfaction is based on a Likert Average Rating Scale from 1 through 5.

Item #	Item Descriptor	YTD	Q4	Q3	Q2	Q1	FY23	FY22
	Number of Responses	-	29	37	33	26	38	21
1	Overall satisfaction with the school	4.49	4.63	4.58	4.41	4.34	4.17	4.32
2	Overall satisfaction with course material	4.20	4.51	4.33	4.17	3.8	3.33	3.82
3	Satisfaction with ability to be involved in overall school decision making process	3.74	4.27	3.63	3.56	3.51	3.43	3.33
4	Satisfaction with ability to be involved in the selection and review of course materials.	4.80	4.77	4.73	4.86	4.83	4.81	4.86
5	Satisfaction with accessibility of teachers.	4.65	4.51	4.38	4.86	4.83	4.23	3.17
6	Satisfaction with accessibility to school support staff (i.e. counselors, registrars, translators)	4.71	4.63	4.54	4.83	4.83	3.84	4.13
7	Satisfaction with accessibility to school administrator.	4.30	4.51	4.33	4.23	4.13	4.43	3.68
8	Satisfaction with accessibility to agency administrators.	3.25	3.33	3.18	3.33	3.17	2.86	2.63
9	Overall satisfaction with school staff	4.55	4.51	4.6	4.63	4.44	4.73	4.68
10	Overall satisfaction with teachers	4.80	4.8	4.72	4.86	4.8	4.81	4.86
11	Overall satisfaction with school safety	4.66	4.51	4.67	4.83	4.62	3.64	3.33
12	Overall satisfaction with school appearance	3.69	3.73	3.86	3.82	3.36	3.77	3.17
13	Overall satisfaction with the security and safety of the school.	4.25	4.51	4.18	4.36	3.94	3.83	3.21
14	Satisfaction with the protection offered to students on the way to and from school.	3.11	3.02	3.03	3.17	3.21	3.17	2.86
15	Satisfaction with the protection offered to students in classrooms and common areas.	4.30	4.4	4.23	4.18	4.4	3.67	3.81
	Average	4.23	4.31	4.20	4.27	4.15	3.91	3.72

Likert Scale Coding: Scale of 1.0-2.9 Perception of Low Satisfaction; Scale of 3.0-4.1 Perception of Typical School Satisfaction; Scale of 4.2 – 5.0 Perception of High Satisfaction

Parent, Guardian, Caretaker

Perception of Parent Beliefs Regarding Student to School Relationships

Scores are based on a "Yes" or "No" answer where percentages are representative of percent of respondents and not based on overall enrollment of the school.

Item #	Item Descriptor	YTD	Q4	Q3	Q2	Q1	FY23	FY22
16	Belief that student is performing better than in the past.	95%	96%	92%	94%	96%	93%	89%
17	Belief that staff meet the expectations of the student and family.	87%	92%	84%	88%	85%	83%	76%
18	Belief that the student is better prepared to succeed in life.	82%	82%	78%	82%	85%	81%	83%
19	Belief that the staff are responsive to the emotional needs of the student.	81%	77%	81%	79%	88%	84%	82%
20	Belief that the school is focused on the achievement of the student	93%	94%	95%	94%	88%	86%	87%
21	Belief that the staff care about the well-being of the student.	96%	96%	97%	94%	96%	82%	88%
22	Belief that the student feels like they are connected and valued at the school.	86%	88%	86%	88%	81%	84%	81%
	Average	88%	89%	88%	88%	88%	85%	84%

Staff Perception of Principal Performance

Description: Perception survey for the principal is based on a Likert scale of 1 through 5 where 1 is rated as “strongly agree” and 5 rated as “strongly disagree”. Average scores between 1 and 2.4 are considered to represent a perception of high effectiveness in the area. An average score of 2.5 to 3.4 is considered to represent a perception of average effectiveness in an area. A score of 3.5 to 5 is considered to represent a perception of needed improvement in an area.

Item #	Item Descriptor	Grossenburg					
		YTD	Q4	Q3	Q2	Q1	FY23
	<i>Number of Responses</i>	-	6	8	7	7	9
1	Principal maintains a focus on student needs when discussing issues and making decisions	1.49	1.33	1.43	1.5	1.71	1.9
2	Principal maintains a focus on the priorities of the school improvement plan.	1.07	1	1	1	1.29	1.4
3	Principal has established himself as the building leader.	1.11	1	1.24	1.2	1	1
4	Principal confronts problems honestly. I can trust my principal.	1.57	1.48	1.53	1.7	1.57	1.43
5	Principal has the ability to lead the school on the path of continuous improvement.	1.26	1	1.24	1.5	1.29	1.23
6	Principal communicates effectively with the school community.	1.78	1.88	1.84	1.7	1.71	2.3
7	Principal demonstrates purposeful attention to curriculum, instruction, and assessment data.	1.28	1.14	1.24	1.3	1.43	1.46
8	Principal is open to new ideas that improve the school no matter who suggests them.	1.49	1.14	1.24	1.7	1.86	2.3
9	Principal demonstrates caring for colleagues and staff members.	1.76	1.88	1.67	1.5	2	2
10	Principal challenges staff members to improve teaching and learning and provides support to meet the challenges presented.	1.40	1.33	1.24	1.3	1.71	1.54
11	Principal is an instructional leader.	1.21	1	1.24	1.3	1.29	1.3
12	Principal is an effective leader.	1.41	1.14	1.43	1.5	1.57	1.3
13	Principal is interested and responsive to needs	1.64	1.33	1.43	1.8	2	2.3
14	Principal is a good problem solver and is able to mediate, synthesize, and filter issues that come from parents, students, staff members.	1.92	1.88	1.84	1.8	2.14	2.3
15	Principal is goal oriented and communicates agency and school goals effectively to the staff.	1.42	1.14	1.24	1.5	1.79	1.6
16	Principal models positive character traits for the school community to emulate.	1.52	1.33	1.43	1.6	1.71	1.8
17	Principal interacts well with students in a variety of situations.	1.19	1	1	1.2	1.57	1.46
18	Principal is a lifelong learner and promotes a culture of ongoing professional development.	1.36	1.14	1.24	1.2	1.86	1.6
19	I can communicate freely and say what I am really thinking and feeling to my principal	1.71	1.88	1.24	1.7	2	2.3
20	I am comfortable talking to my principal about my problems and concerns.	1.63	1.88	1.43	1.5	1.71	1.8

Student Perception of Teacher Performance

FY24 Data Trends of Perceived Strength

Item Description	Lerma			Nair			Rhodes			Estes			Rush			YTD
	Q3	Q2	Q1	Q3	Q2	Q1	Q3	Q2	Q1	Q3	Q2	Q1	Q3	Q2	Q1	
The teacher is really dedicated.	98%	98%	100%	96%	92%	88%	95%	98%	95%	100%	100%	100%	89%	89%	90%	95%
Students learn every day in class.	96%	100%	98%	94%	89%	93%	98%	90%	97%	100%	100%	100%	91%	93%	88%	95%
Teacher asks questions to ensure students are following instruction.	98%	100%	100%	92%	94%	90%	90%	98%	93%	100%	100%	100%	95%	83%	88%	95%
Teacher tries their best to teach the information.	98%	96%	100%	80%	88%	90%	95%	98%	95%	100%	100%	100%	89%	87%	93%	94%
Teacher pushes students to complete work.	98%	98%	95%	89%	92%	88%	90%	83%	88%	100%	100%	90%	95%	93%	92%	93%
demand full effort	96%	94%	91%	86%	84%	88%	90%	95%	88%	100%	100%	100%	95%	96%	82%	92%
Teacher recognizes when students are not understanding.	98%	96%	98%	86%	82%	79%	88%	95%	88%	100%	100%	100%	84%	83%	83%	91%
Teacher really cares about each student.	94%	88%	95%	91%	82%	90%	86%	95%	88%	100%	100%	90%	91%	87%	76%	90%
The teacher is good at explaining things.	98%	96%	95%	71%	76%	79%	93%	93%	88%	80%	86%	100%	93%	91%	76%	88%
Teacher permits too many students to misbehave.	0%	0%	0%	2%	8%	13%	7%	10%	5%	0	0	0%	10%	7%	5%	4%

FY24 Data Trends of Perceived Challenges

#	Item Descriptor	Lerma				Nair				Rhodes				Estes				Rush			
		Y25	Y24	Y23	Y22	Y25	Y24	Y23	Y22	Y25	Y24	Y23	Y22	Y25	Y24	Y23	Y22	Y25	Y24	Y23	Y22
15	Students get bored in the teacher's class.	-	36%	48%	64%	-	64%	68%	79%	-	62%	69%	56%	-	42.3%	57%	93%	-	63%	58%	ND
16	Teacher attempts to make boring stuff interesting	-	72%	71%	67%	-	54%	76%	36%	-	62%	73%	65%	-	60.2%	43%	80%	-	78%	74%	ND
11	Teacher Recognizes when something is Bothering a Student	-	91%	79%	83%	-	65%	36	45%	-	59%	56%	58%	-	90%	86%	13	-	74%	70%	ND

Rigor Walk® Data

Three Categories of Measure

- 1) Standards-Based Student Evidence (Marzano's Taxonomy of Learning) 2) Organizing Students to Achieve the Standards; and 3) Monitoring to Take Action Within a Lesson

Standards-Based Student Evidence

Items

1. Is a standards-aligned lesson learning target provided to the students?

2. What is the taxonomy level of the lesson learning target?

3. What is the taxonomy level of the evidence of student learning?

4. Is the evidence of student learning aligned to the learning target?

5. The lesson learning tasks are focused on reading, writing, or speaking about content-specific, grade-level text.

6. The mathematics lesson intentionally addresses the aspect(s) of the rigor called for by the standard (conceptual understanding, procedural skills and fluency, and application).

Organizing Students to Achieve the Standard

Items

7. Students interact with partners or groups.

8. The task requires students to interact with partners or groups to achieve the learning target.

9. Students use precise academic vocabulary during discussions with peers.

10. Student teams experience productive struggle.

11. Students challenge and question each other.

12. Students monitor each other to ensure all group members are making progress toward the learning target.

Monitoring to Take Action within a Lesson

Items

13. The teacher monitors and tracks student progress towards the learning target and takes action when needed.

14. Students monitor and track their own progress toward the lesson learning target using evidence of their learning.

15. Students act on feedback from teacher and peers to achieve the learning target.

Rigor Walk® Data

Ratings are based on Instructional Empowerments Rigor Walk® Tool

1st Rigor Walk of 23-24 School Year- August 22, 2023

Standards-Based Student Evidence					
Item	Question 1	Question 2	Question 3	Question 4	
1) Is a standard aligned lesson being taught precisely to the standard?	No	Yes	No	No	
2) What is the accuracy level of the lesson being taught?	No learning target	1	2	No learning target	
3) What is the accuracy level of the evidence of student learning?	1	2	2	1	
4) Is the evidence of student learning aligned to the learning target?	No	Yes	Yes	No	
5) The lesson learning task is focused on meeting, solving, or generating about content-specific goals and tasks	Yes	Yes	Yes	Yes	
6) The rubric/assessment is clearly aligned to the aspects of the target skills by the student conceptual understanding, procedural skill and fluency, and application	No Data	No Data	No Data	No Data	
Organizing Students to Achieve the Standard					
Item	Question 1	Question 2	Question 3	Question 4	
1) Students receive all practice in groups	Strongly Disagree	Strongly Agree	Disagree	Strongly Disagree	
2) The teacher requires students to interact with partners or groups to achieve the learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	
3) Students use peer review evidence	Strongly Disagree	Disagree	Disagree	Strongly Disagree	
4) Students receive exposure to multiple targets	Strongly Disagree	Disagree	Disagree	Strongly Disagree	
5) Students challenge and question each other	Strongly Disagree	Yes	Disagree	Strongly Disagree	
6) Students monitor each other to ensure all group members are making progress toward the learning target	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	
Monitoring to Take Action within a Lesson					
Item	Question 1	Question 2	Question 3	Question 4	
1) The teacher monitors and tracks student progress toward the learning target and takes action when needed	Strongly Disagree	Disagree	Strongly Disagree	Strongly Disagree	
2) Students monitor and track their own progress toward the learning target using evidence of their learning	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	
3) Students use a feedback form monitor and peers to achieve the learning target	Strongly Disagree	Yes	Strongly Disagree	Strongly Disagree	

End of Q4 Rigor Walk – May 6, 2024

Standards-Based Student Evidence					
Item	Question 1	Question 2	Question 3	Question 4	
1) Is a standard aligned lesson being taught precisely to the standard?	No	No	No	No	
2) What is the accuracy level of the lesson being taught?	1	1	1	1	
3) What is the accuracy level of the evidence of student learning?	1	1	1	1	
4) Is the evidence of student learning aligned to the learning target?	No	Yes	No	No	
5) The lesson learning task is focused on meeting, solving, or generating about content-specific goals and tasks	Yes	Yes	No Data	Yes	
6) The rubric/assessment is clearly aligned to the aspects of the target skills by the student conceptual understanding, procedural skill and fluency, and application	Yes	Disagree	No Data	No Data	
Organizing Students to Achieve the Standard					
Item	Question 1	Question 2	Question 3	Question 4	
1) Students receive all practice in groups	Yes	Yes	Yes	Yes	
2) The teacher requires students to interact with partners or groups to achieve the learning target	Yes	Disagree	Yes	Yes	
3) Students use peer review evidence during discussion and peer	Yes	Yes	Yes	Yes	
4) Students receive exposure to multiple targets	Yes	Yes	Disagree	Yes	
5) Students challenge and question each other	Yes	Disagree	Disagree	Yes	
6) Students monitor each other to ensure all group members are making progress toward the learning target	Disagree	Strongly Disagree	Disagree	Disagree	
Monitoring to Take Action within a Lesson					
Item	Question 1	Question 2	Question 3	Question 4	
1) The teacher monitors and tracks student progress toward the learning target and takes action when needed	Disagree	Disagree	Strongly Agree	Strongly Disagree	
2) Students monitor and track their own progress toward the learning target using evidence of their learning	Strongly Disagree	Disagree	Strongly Disagree	Disagree	
3) Students use a feedback form monitor and peers to achieve the learning target	Yes	Yes	Yes	Yes	

Three Categories of Measure

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

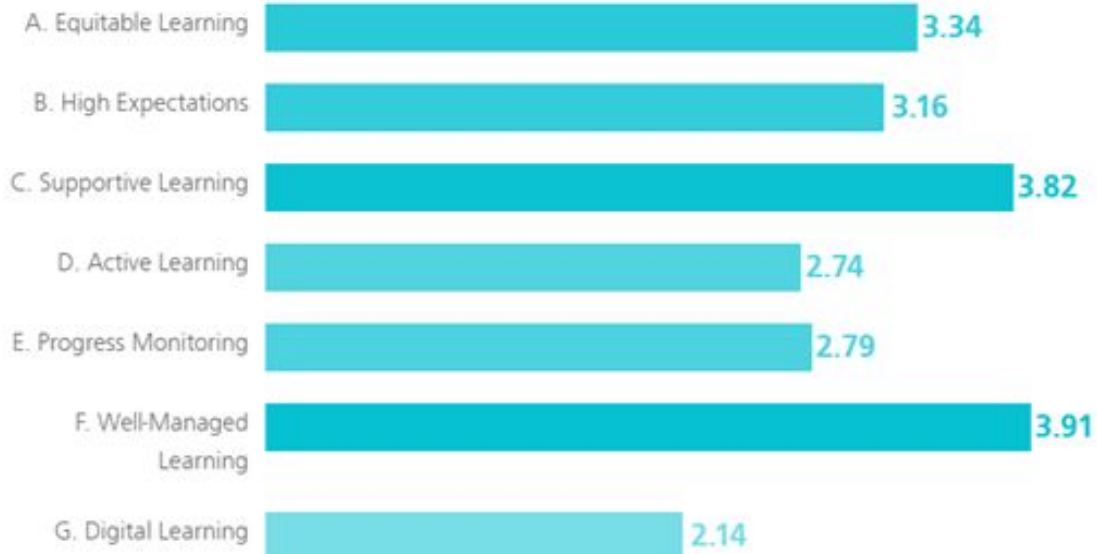
Cognia ELEOT Tool –Annual Report

Cognia ELEOT Tool – As of March 1, 2024

Reporting

New Report

17 Completed Observations, Average Score: 3.17



Strategies Implemented that will Continue

- Instructional Empowerment working with teachers and leadership (last year)
- Modified Attendance Coordinator Position
- School to Career Connection Program
- Standards Based Planning and Instruction
- Arizona Standards Based Courseware with Live Tutor (Edgenuity)
- State aligned assessment (Pre-ACT)
- Intensive case management to students 8 credits away from graduation
- After school and Weekend Intervention
- Administrative Home Visits
- Proficiency Exams
- Incentives for A Honor Roll and A-B Honor Roll
- Security Guard
- Perfect Attendance Incentive
- School Wide Short Cycle Math, Science, and Language Comprehension Assessment aligned to Pre-ACT
- Focus interventions on 11th grade and 5 year graduates

Strategies Planned for Implementation

- Implement an ACT preparatory program (Mometrix)
- Dedicate general funds to AWC enrollment
- Expand monitoring of Edgenuity program
- Cross walk curriculum to Pre-ACT concept categories
- Expand trade based learning (i.e. small equipment, plumbing, electrical, mechanics, agriculture)
- Expand student interest activities
- Evaluate language curriculum to ensure alignment to ACT and Pre-ACT
- Evaluate all curriculum in terms of relevancy and student interest
- Implements structures and supports into the classroom that add the opportunity for choice and voice

School Board Member Mini-Orientation Camp

Please join the principal (Brian Grossenburg) for one of the mini-orientation camps that will occur on the following dates:

July 18, 2024 from 4:00 pm to 6:00 pm

July 19, 2024 from 9:00 am to 11:00 am

July 22, 2024 from 1:00 pm to 3:00 pm

Board members can attend the mini-camp in person or virtually through Zoom. For those attending virtually, please check your emails for a Zoom invite from the agency.

Those planning on attending in person can attend the mini-camp by coming to the school at
3810 W 16th Street, Yuma Arizona, 85364

Please direct questions to:
Brian Grossenburg
928-329-0990 ext 4111
Email: bgrossenburg@ypic.com

