

**2025/2026 Student and Community Perception
Report**



**Educational Opportunity Center
Charter High School**

2025/2026 Student and Community Perception Report

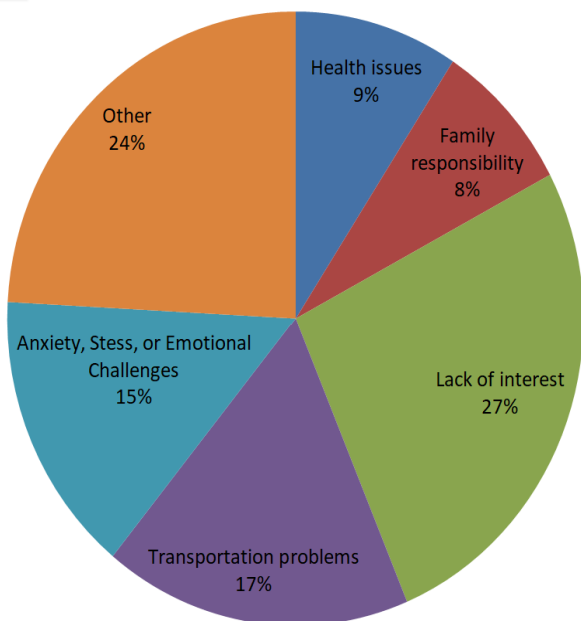
Student is represented by a return of 57 out of 83 possible students that attended the 2025/2026 school year.

Student Perception of Connectedness

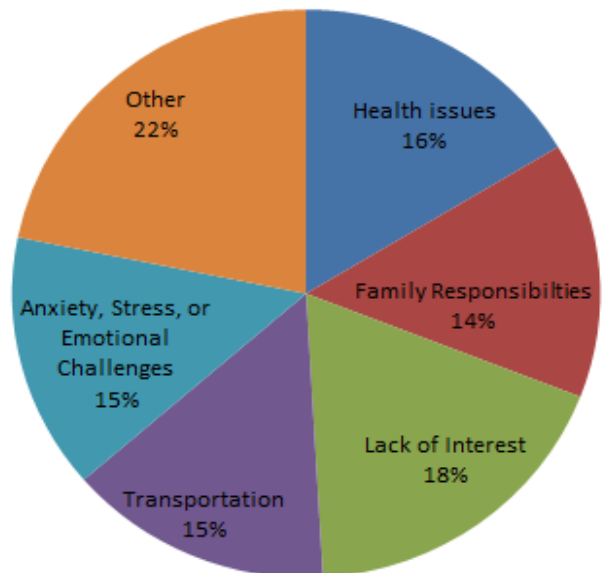
#	Item Description	FY25 Average Score	FY26 Average Score
1	How many days per week do you attend school on average?	3.4	3.5
2	How do you feel about the current school environment and its impact on your attendance? 1 representing <u>very negative</u> and 5 representing <u>very positive</u> . A 3 represents a <u>neutral</u> feeling.	3.8	4.3
3	How supportive do you find your teachers in addressing your academic and personal needs? 1 representing <u>very unsupportive</u> and 5 representing <u>very supportive</u> . A 3 represents a <u>neutral</u> feeling.	4.1	4.6
4	How would you rate your relationships with teachers and school staff? 1 representing <u>very poor relationship</u> and 5 representing <u>very positive relationship</u> . A 3 represents a <u>neither negative nor positive</u> relationship.	3.5	4.4

Reasons for Absences
FY25

art Area

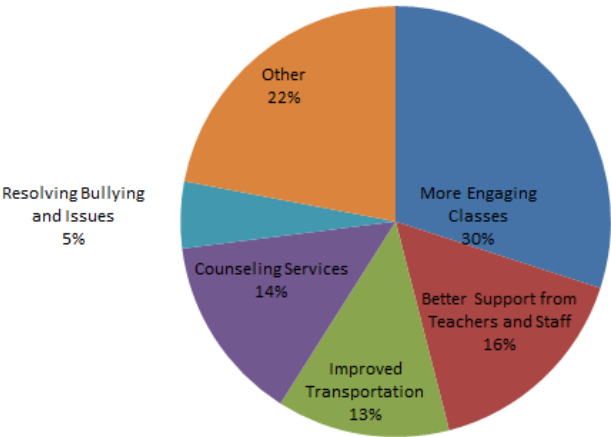


Reasons for Absences
FY26

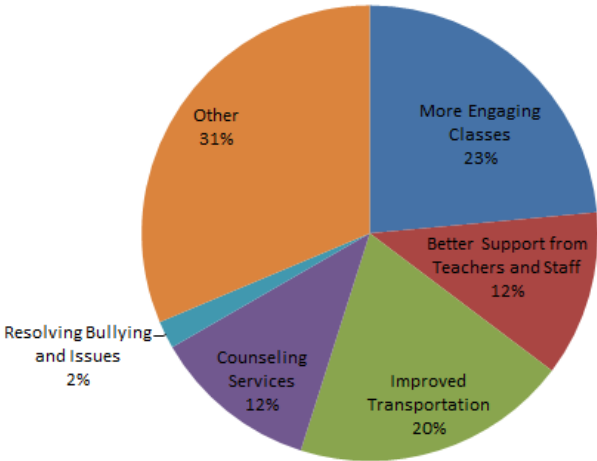


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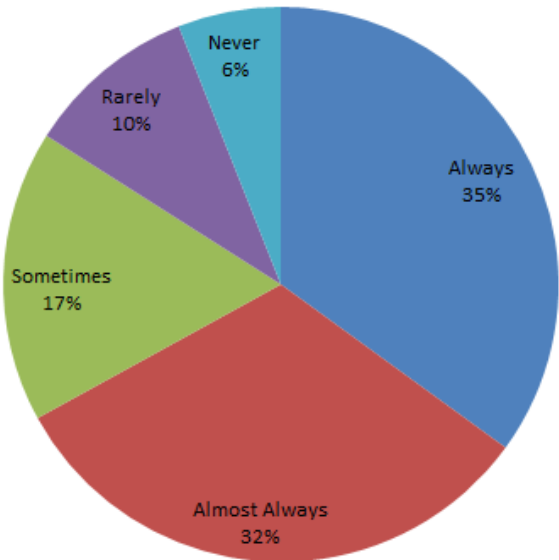
Student Request to Support Attendance
FY25



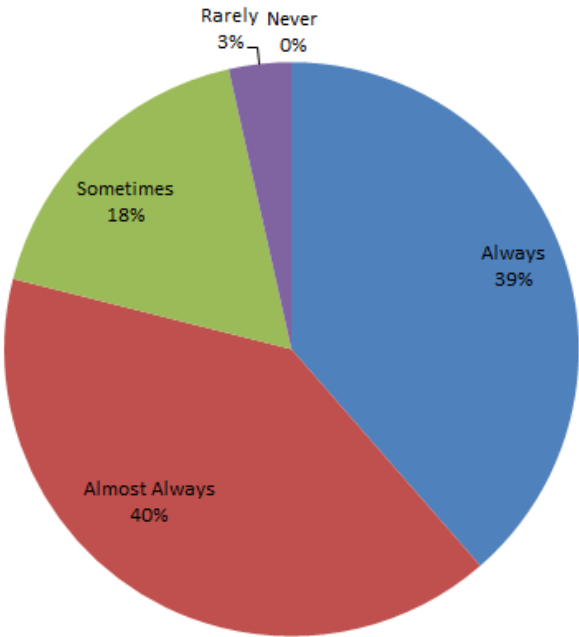
Student Request to Support Attendance
FY26



Perception of Feeling Supported and Safe
FY25

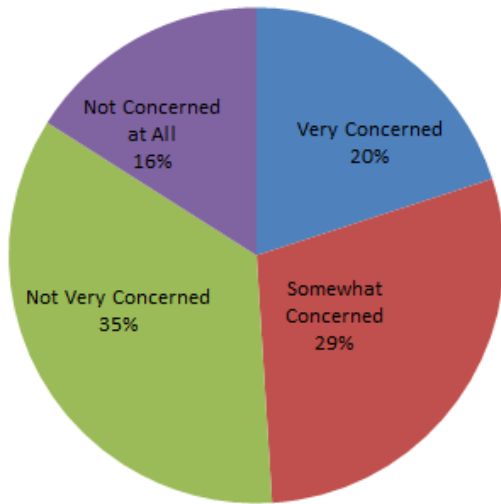


Perception of Feeling Supported and Safe
FY26

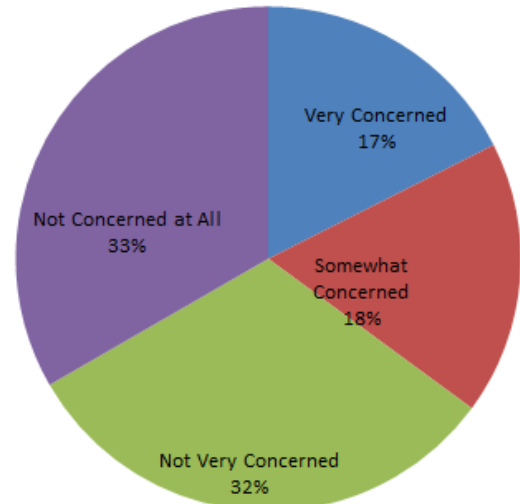


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**Parent Concern Regarding Absences
FY25**



**Parent Concern Regarding Absences
FY26**



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

Item #	Item Descriptor	FY26	FY25	FY24	FY23	FY22
	Number of Responses	26	41	33	38	21
1	Overall satisfaction with the school	4.8	4.5	4.5	4.2	4.3
2	Overall satisfaction with course material	4.2	4.4	4.2	3.3	3.8
3	Satisfaction with ability to be involved in overall school decision making process	3.8	3.7	3.7	3.4	3.3
4	Satisfaction with ability to be involved in the selection and review of course materials.	4.6	4.8	4.8	4.8	4.9
5	Satisfaction with accessibility of teachers.	4.6	4.8	4.7	4.2	3.2
6	Satisfaction with accessibility to school support staff (i.e. counselors, registrars, translators)	4.8	4.8	4.7	3.8	4.1
7	Satisfaction with accessibility to school administrator.	4.6	4.7	4.3	4.4	3.7
8	Satisfaction with accessibility to agency administrators.	3.7	3.3	3.3	2.9	2.6
9	Overall satisfaction with school staff	4.7	4.8	4.6	4.7	4.7
10	Overall satisfaction with teachers	4.7	4.8	4.8	4.8	4.9
11	Overall satisfaction with school safety	4.7	4.62.	4.7	3.6	3.3
12	Overall satisfaction with school appearance	3.8	3.1	3.7	3.8	3.2
13	Overall satisfaction with the security and safety of the school.	4.8	4.7	4.3	3.8	3.2
14	Satisfaction with the protection offered to students on the way to and from school.	3.6	3.3	3.1	3.2	2.9
15	Satisfaction with the protection offered to students in classrooms and common areas.	4.6	4.4	4.3	3.7	3.8
	Average	4.4	4.3	4.2	3.9	3.7

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Qualtrics® Student Perception Survey Results

School Value Perceptions – Perception of Hope

Quantity: Q1 = 63 Total Number; F24 = 58.75 Average; F23 = 58.4 Average

Item	Description	Not Very			Somewhat			Very		
		F26	F25	F24	F26	F25	F24	F26	F25	F24
1	Value of High School Experience	2%	2%	2%		15%	43%	83%	77%	56%
2	Value of Things Learned in High School	2%	5%	15%	48%	44%	51%	50%	51%	34%
4	Topics in School are Interesting.	2%	5%	6%	57%	65%	74%	41%	30%	20%

Item	Description	No Effort			Some Effort			Great Effort		
10	Student effort given to succeed	F26	F25	F24	F26	F25	F24	F26	F25	F24
	Total Number	5	2	4	22	25	25	30	37	39
	Percent	19%	3%	6%	39%	39%	36%	53%	58%	57%

Item	Description	FY27	FY26	FY25	F24	F23
3	Overall Belief that school staff care	-	96%	90.7%	88%	94%

Self Perception of School Success - Perception of Hope

Item #	Self Belief About School Success	F26	F25	F24	F23	F22
5	Never Been Successful and Don't Believe in Self	11%	7%	2%	2%	8%
5	Never Been Successful but Can Get Diploma	14%	16%	10%	12%	5%
5	Never Been Successful and Losing Desire	3%	2%	15%	2%	13%
5	Somewhat Successful but Don't Believe in Self	12%	7%	4%	5%	5%
5	Somewhat Successful but Losing Desire	10%	19%	8%	36%	15%
5	Somewhat Successful but Can Do Better	18%	2%	30%	19%	28%
5	Been Successful but Don't Believe in Self	6%	7%	0%	0%	5%
5	Been Successful and Will Get Diploma	26%	35%	31%	24%	21%

The five-year trend shows a **clear shift away from “never successful” mindsets** and a **growing concentration of students who believe they can graduate**, but also perceptions indicate **persistent pockets of low self-belief and motivation loss** that signal risk for disengagement.

The main reasons our students say they are losing desire are 1) Lack of quick or immediate way to obtain credits 2) Failing due to attendance, and 3) Lack of opportunity outside of school.

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Student Perception of Teacher Performance

Student Perception of Teacher Effectiveness Based on Likert Average Rating Scale from 1 through 7

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.

Item #	Item Descriptor	Lerma			Nair			Rhodes			Grossenburg		
		F26	F25	F24	F26	F25	F24	F26	F25	F24	F26	F25	F24
	<i>Number of Responses Per Teacher</i>	23	34	43.3	27	27	44.3	32	33	41.7	21	16	ND
7	Teacher Effectiveness Rating	6.9	6.9	6.7	6.5	6.2	6.2	6.5	6.0	6.0	6.6	6.9	ND
8	Course Relevancy	5.8	6.8	5.5	6.1	6.3	5.8	6.1	6.3	5.8	6.2	6.6	ND
9	Teacher Pushes Students to Learn	6.9	6.9	6.8	6.6	6.6	6.7	6.0	6.4	6.3	6.6	6.2	ND
	Average	6.5	6.9	6.3	6.4	6.3	6.2	6.2	6.2	6.0	6.5	6.6	ND

Percent of Teacher Effectiveness Based on Yes Responses

Item #	Item Descriptor	Lerma			Nair			Rhodes			Grossenburg		
		F26	F25	F24	F26	F25	F24	F26	F25	F24	F26	F25	F24
	<i>Number of Responses per Teacher</i>	23	34	43.3	27	21	44.3	32	33	41.7	21	16	ND
11	Teacher Recognizes when Something is Bothering a Student	73%	69%	91%	89%	93%	65%	63%	55%	59%	95%	83%	ND
12	Teacher Demands Full Effort	94%	97%	94%	89%	89%	86%	84%	78%	91%	90%	100%	ND
13	Teacher asks questions to ensure students are following instruction.	96%	100%	99%	78%	92%	92%	69%	87%	94%	90%	100%	ND
14	Teacher recognizes when students are not understanding.	93%	97%	97%	89%	81%	82%	72%	77%	90%	90%	89%	ND
15	Students get bored in the teacher's class.	36%	41%	36%	41%	50%	64%	63%	61%	62%	38%	43%	ND
16	Teacher attempts to make boring stuff interesting	94%	90%	72%	89%	88%	54%	63%	75%	62%	91%	93%	ND
17	Students learn every day in class.	100%	97%	98%	89%	80%	92%	91%	93%	95%	81%	94%	ND
18	Teacher permits too many students to misbehave.	4%	10%	0%	7%	16%	8%	6%	21%	7%	14%	18%	ND
19	Teacher pushes students to complete work.	98%	94%	97%	78%	86%	90%	84%	86%	87%	100%	93%	ND
20	Teacher tries to make sure students understand what was taught before students leave the class.	94%	91%	99%	74%	78%	84%	78%	79%	84%	95%	93%	ND
21	Teacher really cares about each student.	98%	89%	92%	89%	86%	88%	91%	77%	90%	100%	83%	ND
22	Teacher allows students to leave early frequently.	0%	9%	1%	7%	7%	4%	19%	23%	5%	10%	21%	ND
23	Teacher tries their best to teach the information.	100%	97%	98%	89%	90%	86%	97%	88%	96%	95%	94%	ND
24	The teacher is available outside of school.	98%	94%	98%	67%	71%	89%	91%	87%	98%	100%	82%	ND
25	The teacher is really dedicated.	100%	94%	99%	89%	86%	92%	97%	77%	96%	100%	100%	ND
26	The teacher is good at explaining things.	94%	94%	96%	81%	86%	75%	81%	86%	91%	81%	89%	ND

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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 is 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.

Principal Name: Brian Grossenburg (bgrossenburg@ypic.com)

Item	Description	F26	F25	F24	F23
	<i>Number of Responses</i>	8	8	7	9
1	Principal maintains a focus on student needs when discussing issues and making decisions	1.5	1.3	1.6	1.9
2	Principal maintains a focus on the priorities of the school improvement plan.	1.8	1.4	1.4	1.4
3	Principal has established himself as the building leader.	1.3	1.3	1.0	1
4	Principal confronts problems honestly. I can trust my principal.	1.8	1.4	1.11	1.43
5	Principal has the ability to lead the school on the path of continuous improvement.	1.9	1.3	1.57	1.23
6	Principal communicates effectively with the school community.	2.8	1.7	1.25	2.3
7	Principal demonstrates purposeful attention to curriculum, instruction, and assessment data.	1.6	1.0	1.78	1.46
8	Principal is open to new ideas that improve the school no matter who suggests them.	1.1	1.3	1.27	2.3
9	Principal demonstrates caring for colleagues and staff members.	1.1	1.3	1.48	2
10	Principal challenges staff members to improve teaching and learning and provides support to meet the challenges presented.	2.3	1.3	1.76	1.54
11	Principal is an instructional leader.	1.1	1.3	1.39	1.3
12	Principal is an effective leader.	1.8	1.3	1.2	1.3
13	Principal is interested and responsive to needs	2.8	1.8	1.41	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.	2	1.7	1.64	2.3
15	Principal is goal oriented and communicates agency and school goals effectively to the staff.	1.1	1	1.91	1.6
16	Principal models positive character traits for the school community to emulate.	1.3	1.3	1.41	1.8
17	Principal interacts well with students in a variety of situations.	1.1	1.3	1.51	1.46
18	Principal is a lifelong learner and promotes a culture of ongoing professional development.	2.8	1.3	1.19	1.6
19	I can communicate freely and say what I am really thinking and feeling to my principal	2.8	1.7	1.36	2.3
20	I am comfortable talking to my principal about my problems and concerns.	2.8	1.7	1.7	1.8

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FY26 Cultural Barometer of Vision, Mission and Core Values

Average Score Based on Likert Scale of 5

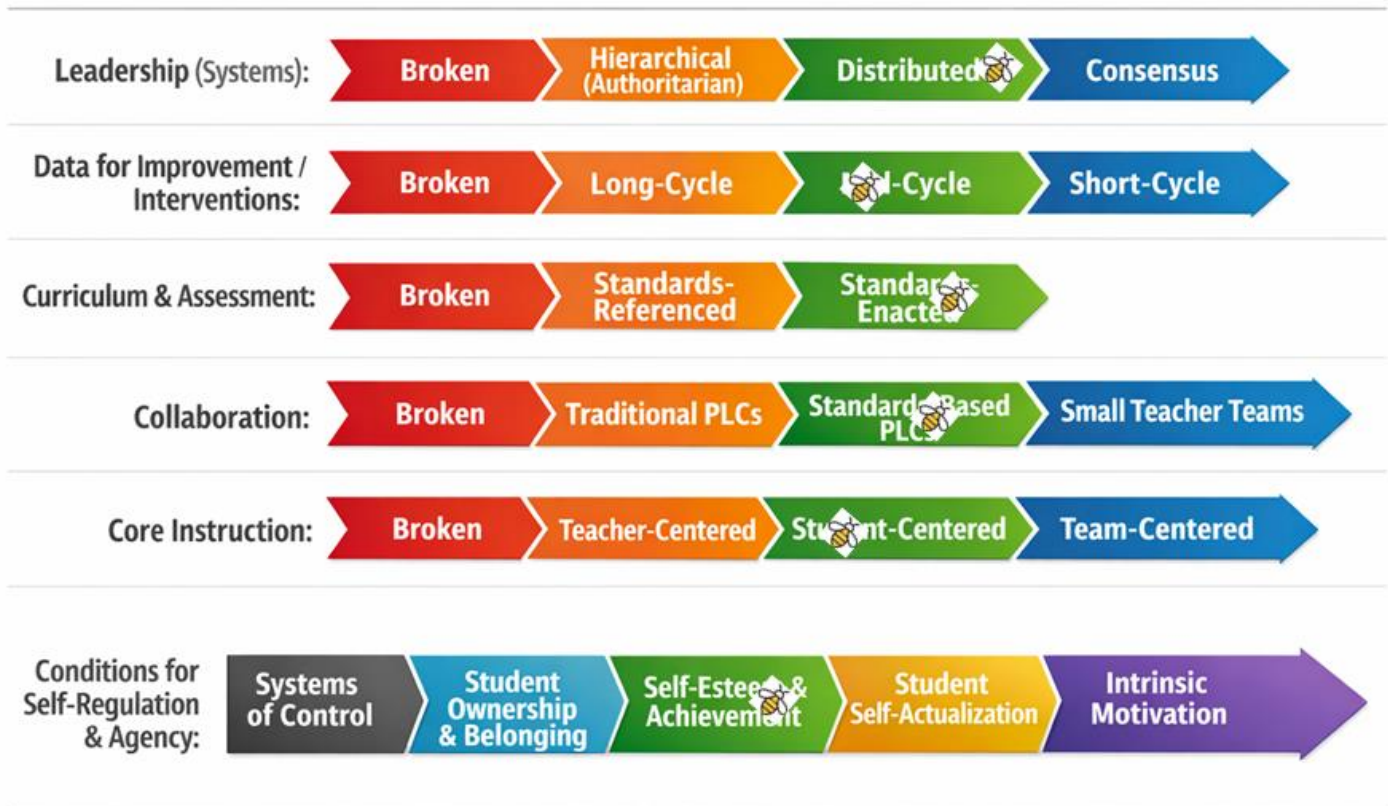
(1= not present/5 = high present)

		8/20	9/24	10/22	11/20	2/25	3/25	4/22	5/14	Avg
Vision	The vision of our school is to provide at-risk students with a <u>calm, safe learning environment</u> where they feel they <u>belong</u> , and are capable of earning a <u>diploma</u> .	3.7	4.72	4.78	4.63	4.72	4.82	4.85	4.83	4.63
Mission (M)	At EOC Charter High School we welcome students to a <u>safe, caring</u> and <u>supportive</u> environment; we provide a <u>relevant, high-quality education</u> and prepare our diverse at-risk student body for future endeavors.	3.71	4.8	4.8	4.55	4.58	4.82	4.7	4.83	4.60
ELD Vision	Our English Learners will become English proficient citizens through <u>targeted and integrated instruction</u> that utilizes classrooms that are <u>student centered</u> where <u>students collaborate</u> to reach content learning targets and English Language Learning targets.	4.2	5	4.8	4.8	4.78	4.84	4.82	4.67	4.74
CV1	<u>With sensitivity for all</u> , we must apply the <u>policies of the handbook</u> to ensure our students are prepared to meet the expectations of the <u>workplace, society, and other controlled environments</u> .	3.48	4.63	4.72	4.8	4.66	4.66	4.75	4.72	4.55
CV2	We must be <u>committed</u> to getting everyone to <u>graduation</u> while ensuring we have not reduced basic <u>expectations of our school board</u> .	3.71	4.52	4.48	4.63	4.66	4.82	4.82	4.48	4.52
CV3	With our limited staff and resources, we must commit to <u>focus our instruction</u> on developing <u>workplace teaming</u> and <u>social skills</u> as well as the skills required by <u>Arizona Academic Standards</u> .	3.86	4.3	4.44	4.62	4.3	4.64	4.1	4.33	4.32
CV4	With our limited staff and resources, we must <u>commit our services and actions</u> to increase <u>career awareness</u> and to building <u>community membership</u> .	4.27	4.27	4.42	4.2	4.6	4.74	4.82	4.64	4.50
CV5	We must always be <u>caring and inviting</u> and look for opportunities to give students <u>voice and choice</u> when our student body as a whole <u>displays the maturity</u> to be given the choice and voice with the priority to keep our school <u>safe and calm</u> .	4.67	4.74	4.67	4.63	4.72	4.82	4.82	4.62	4.96

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FY26

School Instructional Maturity Model®



Author: Michael D. Toth

Summary

Student and community feedback for the 2025/2026 school year shows strong, positive movement in school climate, relationships, and overall satisfaction. Student connectedness improved across every measure, with students reporting slightly higher attendance (from “3.4 days per week” to “3.5 days per week”), stronger feelings about the school environment, and significantly better relationships with teachers and staff. Ratings of teacher support rose from 4.1 to 4.6, and relationships with adults on campus increased from 3.5 to 4.4, indicating a more trusting and supportive school culture.

Parent and community satisfaction also remained high, with most items scoring between 4.2 and 4.8 on a 5-point scale. Families expressed strong confidence in school safety, staff accessibility, and overall school quality. The average satisfaction rating increased to 4.4, continuing a multi-year upward trend. Parents

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consistently rated the school's ability to involve them in course material selection at the highest levels, with scores between 4.6 and 4.9 over five years.

Student perception data from the Qualtrics "Hope" survey shows that most students view high school as valuable and believe they can succeed. A large majority rated their high school experience as "very valuable," with 83% selecting the highest category. However, a subset of students continue to report low motivation or declining desire to persist. As the report notes, *"the main reasons our students say they are losing desire are 1) lack of quick or immediate way to obtain credits, 2) failing due to attendance, and 3) lack of opportunity outside of school."* These areas represent ongoing risks for disengagement and require targeted intervention.

Self-belief and hope indicators show a five-year shift away from "never successful" mindsets and toward students believing they can graduate. The proportion of students identifying as "been successful and will get diploma" increased to 26%, while categories reflecting discouragement or loss of desire declined compared to earlier years.

Teacher effectiveness ratings remained exceptionally strong across the school. On a 7-point scale, average teacher effectiveness scores ranged from 6.0 to 6.9, placing them firmly in the "high effectiveness" range. Students consistently reported that teachers care about them, push them to learn, and ensure understanding before students leave class. High percentages of students agreed that they learn every day, that teachers try their best, and that instruction is explained clearly.

The Cultural Barometer results show that staff perceptions of the school's vision, mission, and core values strengthened throughout the year. Scores across all indicators remained between 4.3 and 4.9, reflecting a shared understanding of the school's purpose and a strong alignment with expectations for safety, belonging, and high-quality instruction. The school's vision score averaged 4.63, and the mission averaged 4.60, demonstrating consistent reinforcement of core beliefs.