



EOC CHARTER HIGH SCHOOL

Educational Opportunity Center Charter High School

25-26

Performance Report

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Enrollment and Graduation Data

	25-26	24-25	23-24	22-23	21-22
Number of Students with an Enrollment Record	129	150	123	192	176

Percent with Greater than 3 Month Enrollment	69.8%	-	-	-	-
Percent No Longer Enrolled	60%	64%	12%	41%	40%
Percent that Dropped Out	19%	17%	1%	18%	19%
Percent that Aged Out	1.6%	0%	2%	3%	3%
Percent that Transferred Out	10%	7%	6%	14%	15%
Percent that Sought GED	0%	0%	2%	3%	1%
Percent Long Term Incarcerated	2%	2%	1%	2%	1%
Percent Deceased	4%	3%	0%	1%	1%
Percent Continuing	38%	35%	47%	55%	42%
Percent that Graduated	29%	30%	9%	16%	15%
Daily Average Absent Rate	25%	31%	36%	41%	52%
Chronic Absenteeism Rate	24%	26%	15%	35%	46%
School Percentage Cohort 2029	.7%	-	-	-	-
School Percentage Cohort 2028	6%	2%	-	-	-
School Percentage Cohort 2027	19%	5%	0%	-	-
School Percentage Cohort 2026	27%	24%	7%	4%	ND
School Percentage Cohort 2025	21%*	35%	20%	10%	2%
School Percentage Cohort 2024	12%	13%*	39%	25%	8%
School Percentage Cohort 2023	9%	11%	24%*	78%	13%
School Percentage Cohort 2022	3%	8%	7%	15%*	39%
School Percentage Cohort 2021	.7%	1%	2%	2%	13%*
School Percentage Cohort 2020	-	0%	2%	5%	11%
School Percentage Cohort 2019	-	.6%	0%	2%	8%

*5 year grad rate cohort

1. **Student Retention** is the dominant problem
2. **Chronic Absenteeism** is extremely high and strongly correlated with retention loss
3. **Graduation Rates** are impacted because too few students persist long enough to be successful in program
4. The school can graduate students, but only the ones who stay.

FY26 Enrollment Data Based On Cohort								
	Graduated	Chronic Absenteeism	Dropout/ Age Out	Transferred or Seeking GED	Long Term Incarcerated	Deaths	Still On Track But Did Not Graduate	Class Total

	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Cohort 2029-Freshmenm	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	1
Cohort 2028-Sophmore	0	0%	0	0%	2	0%	1	0%	0	0%	0	25%	2	100%	8
Cohort 2027 -Junior	1	4%	2	8%	2	8%	0	0%	0	0%	0	0%	17	71%	24
Cohort 2026 -Senior	16	44%	7	19%	6	17%	1	3%	0	0%	2	8%	13	54%	36
Cohort 2025- Senior+1	10	37%	12	44%	3	11%	1	4%	1	4%	0	0%	8	30%	27
Cohort 2024-Senior +2*	2	13%	9	56%	4	25%	2	13%	0	0%	0	0%	7	44%	16
Cohort 2023-2021-Senior +≥3	5	31%	10	63%	6	38%	0	0%	1	6%	0	0%	2	13%	16

Five Year Graduation Rate

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, 2026, to graduate as many students as they can from the 2025 cohort. Example, a student who is in cohort 2025 who enrolled in August of 2024 (beginning of his/her senior year) and then immediately dropped out *and has never been seen anywhere else since*, is going to be counted on the school list this year.

Total Eligible 5 year #: 64

Graduated: 33

Predicted Percent Graduated: 52%

+2% from FY25

A-F Accountability

	Year	A	B	C	D	F
Alt. High School Cut Scores*	2025	90 : 74.7	74.69 : 58.5	58.49-43.2	43.19 : 29.7	26.69 : 0

Category	FY26**	FY25	FY24	Criteria
11 th Grade ACT Proficiency	1.3**	3.69	1.56	Points gained for FAY students that achieve partial proficiency (.6), and full proficiency (1). ≥ 95% test rate required. (15 Total Points)
Academic Persistence	8.5**	8.5	8.8	Finish the year and then re-enroll in new year by Oct. 1 (10 points)
Credits Achieved	8.6**	7.8	5.6	≥80 days enrolled or Graduated; Earned ≥4.5 credits (10 Total Points)
On-Track	8.3**	9.3	9.3	Enrolled on Jan 31; Need no more than 3 credits w no more than 1 credit in math; Or Graduate (10 Total Points)
College and Career Readiness	34**	33.5	34.2	Enrolled on Jan 31; Need no more than 3 credits w no more than 1 credit in math; Or Graduate; Each student earns points based on 14 indicators; Student must score at least 1 point. Partial points possible. (35 Total Points)
Graduation Rate	4.56**	4.49 (50% Grad Rate)	3.14	Best Graduation Rate of one cohort with adjusted weighting ($\frac{Raw\ Value}{Max\ Value}$). Need to have 10 students in cohort. Based on percent that graduated versus didn't graduate. (10 points)
Total	64.76**	67.28	62.6	

*Schools that do not have more than 20 ELL students are weighed on a 90 point scale versus 100 points.

** Predicted score

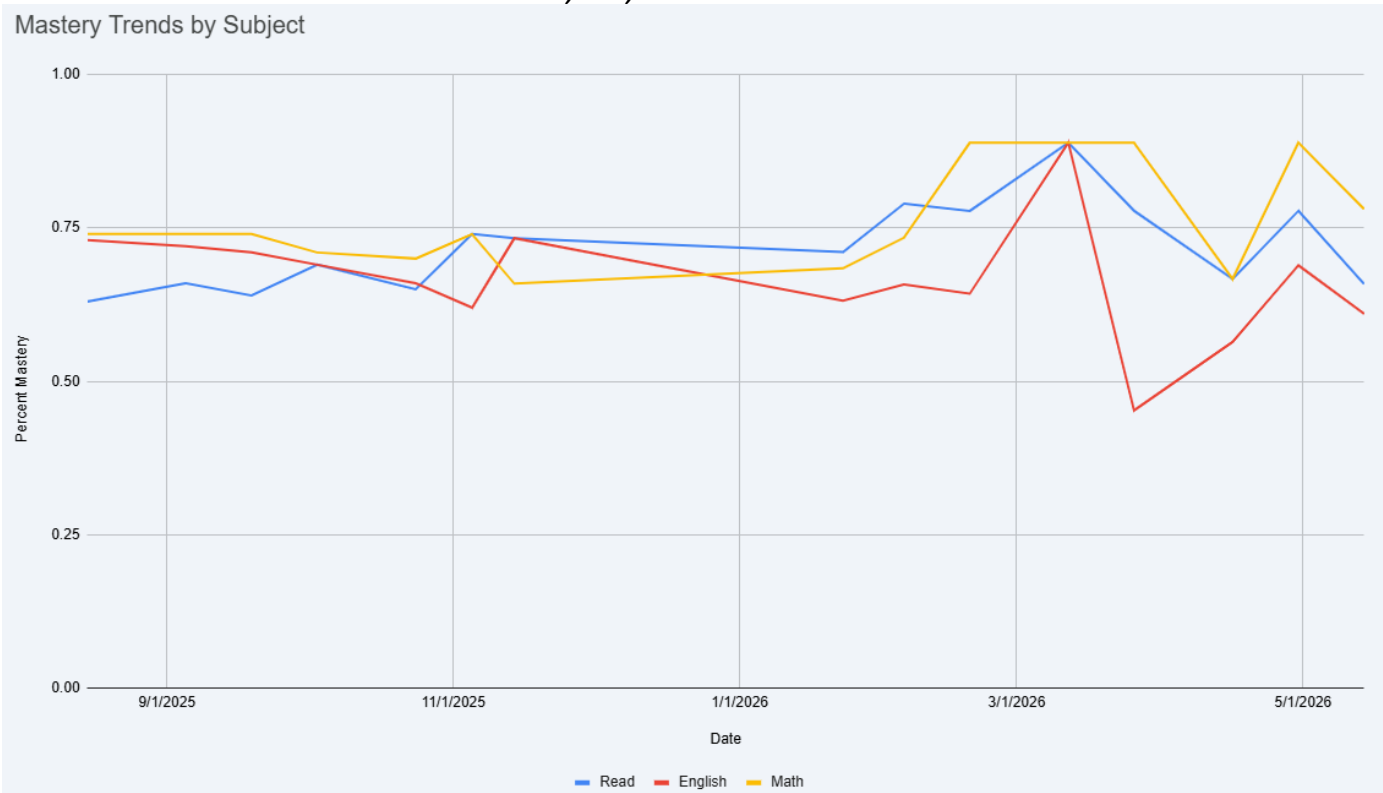
Short-Cycle Benchmark Assessments

Short-cycle assessments are brief, standards-aligned checks of reading, English, and mathematics administered twice each month to monitor student mastery of essential skills. While each item is aligned to ACT content domains, the assessments represent only a targeted subset of the full range of ACT concepts. The assessments are cumulative,

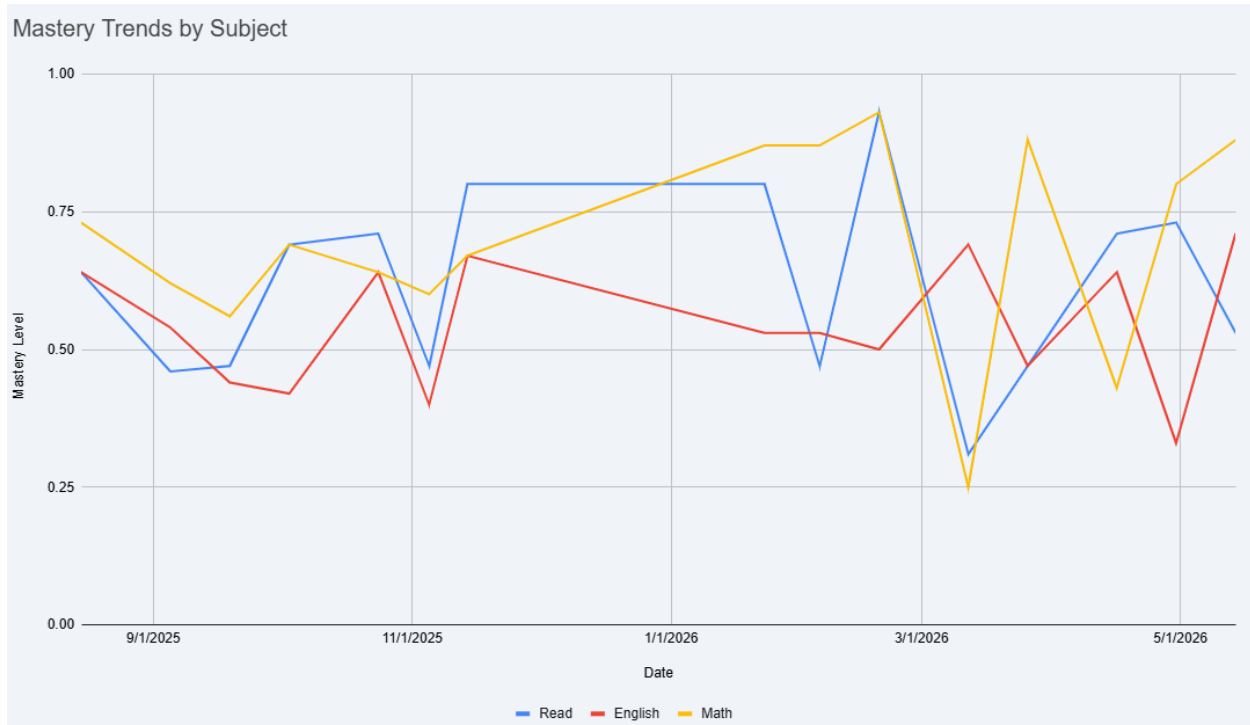
meaning they increase in length and rigor as the year progresses. New concepts are added only when the school collectively demonstrates at least 70% mastery in a subject area, ensuring that students build proficiency before advancing to more complex skills.

Subject	Approx. Number of Distinct Concepts	Description	Estimated Percent Coverage
Reading	12	Strong coverage of ACT Key Ideas & Details, Craft & Structure, and Integration of Knowledge domains	40–48%
English	10	Heavy emphasis on punctuation, grammar, usage, and rhetorical skills	22–25%
Math	14	Broad coverage across Number & Quantity, Algebra, Functions, Geometry, and Statistics	21–23%

Grades 9, 10, and 12 Performance



Grades 11 Performance



1. Grade 11 mastery fluctuated sharply across subjects, while other grades maintained steadier progress, indicating inconsistent retention or pacing challenges.
2. Reading and Math for other than 11th grade hovered near 70 to 80% mastery, but Grade 11 often dipped below 60%, suggesting uneven concept consolidation.
3. Grade 11 showed strong end-of-year rebounds, especially in Math, whereas other grades sustained high mastery throughout the spring.
4. Grade 11 still requires targeted intervention and pacing adjustments to stabilize mastery before ACT readiness, while other grades can advance to higher-order ACT concepts.

Fall to Spring Pre-ACT Comparison

Demographics		
	Fall	Spring
Grades Tested	9 through 12	9 through 12
Dates Administered	Sep 12-16	May 6-7
Total Tested	61	39
Grade Level Demographics	9 th Grade = 1 10 th Grade = 0 11 th Grade = 16 12 th Grade = 44	9 th Grade = 0 10 th Grade = 1 11 th Grade = 16 12 th Grade = 22

PreACT Cut Scores			
	P	A	B
Math	19	16	15
Science	20	17	16
STEM	24	20	19
English	16	14	13
Reading	20	18	17

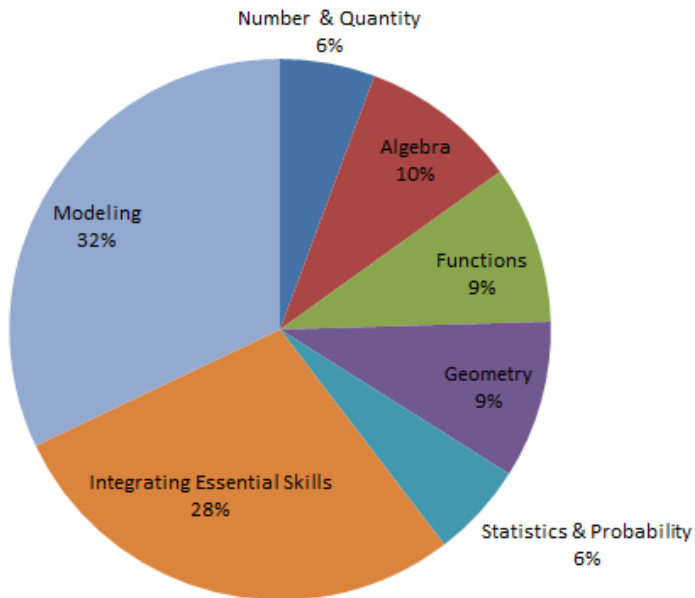
*** Note: PreACT Cut Scores may vary +/-1 point**

Fall Average Scores				Spring Average Scores			
Subject Category	9	11	12	Subject Category	10	11	12
Composite (Comp)	10	13.06	14.09	**Composite (Comp)**	13	13.38	14.82
Math	14	13.56	14.86	**Math**	14	14.5	14.77
Science (Sci)	11	12.75	13.57	**Science (Sci)**	15	14.06	13.95
STEM	13	13.38	14.5	**STEM**	15	14.56	14.64
English	9	12.06	12.48	**English**	13	11.56	13.14
Reading (Read)	7	13.69	15.45	**Reading (Read)**	13	13.13	17.09

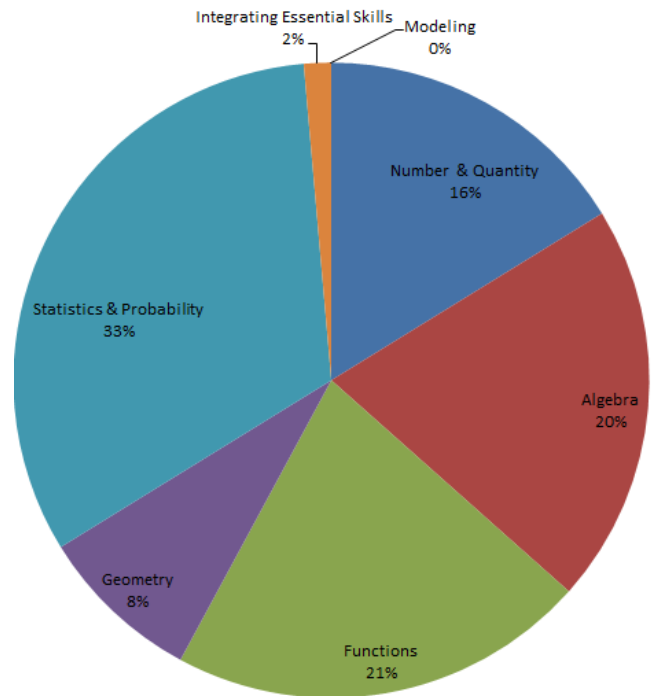
1. **28 students** had both Fall and Spring Scores
2. **Most Students Demonstrated Positive Growth (89%):** The overwhelming majority of matched students showed gains, with **26 of 29 students improving** and only **3 showing regression**, indicating strong overall instructional impact across the year.
3. **Reading Is the Highest-Growth Domain:** Reading produced the largest individual jumps, confirming that literacy instruction is yielding the most significant year-over-year gains.
4. **Composite Growth Is Consistent and Widespread:** Composite scores rose for nearly every student, with many showing **+2 to +4 points**, demonstrating broad, steady improvement rather than isolated outliers.
5. **High Performers Continued to Grow:** Students who already scored well in the fall still posted gains, showing that growth was **not limited to lower-performing students**. Evidence of strong core instruction.
6. **Regression Was Minimal and Concentrated:** Only three students showed regression, and all were **11th or 12th graders**, suggesting targeted intervention for a small, identifiable subgroup rather than a systemic instructional issue.

Pre-ACT Error Analysis

Math Average Number of Questions

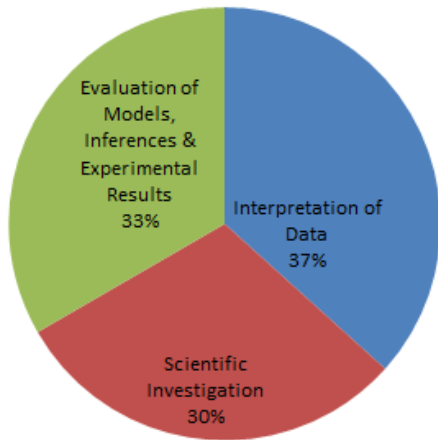


Math Weakness Score

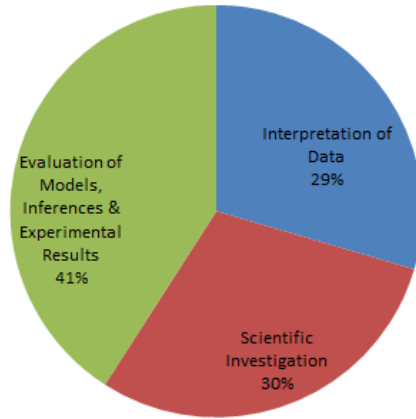


Domain	% of Test Questions	% of Errors	What This Means
Modeling	32%	0%	Students perform well despite high number of questions.
Essential Skills	28%	2%	Students perform well despite high number of questions.
Statistics & Probability	6%	33%	Major weakness despite low number of questions.
Functions	9%	21%	High struggle area ; indicator for instructional focus.
Algebra	10%	20%	Consistent difficulty ; indicator for instructional focus.
Number & Quantity	6%	16%	More errors than nationally expected but lower than normal for our school trends.
Geometry	9%	8%	Reasonable alignment with lower than expected error score

Science Average Number of Questions

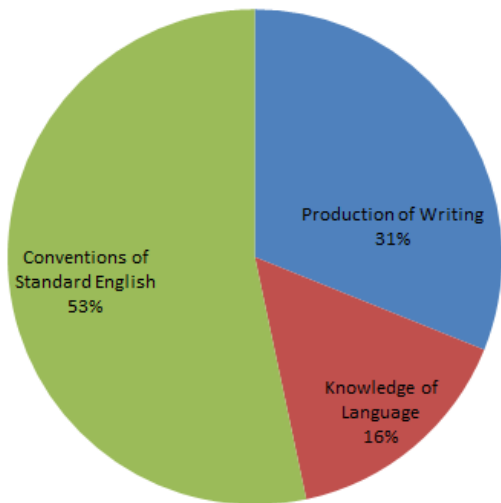


Science Weakness Score

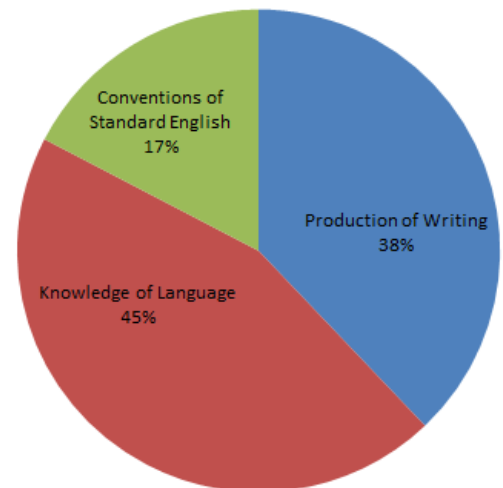


Science Domains	% of Test Questions	% of Errors	What This Means
Interpretation of Data	37%	29%	Students perform reasonably well despite high number of questions
Evaluation of Models	33%	41%	Largest weakness. Indicator for instructional focus.
Scientific Investigation	30%	30%	Perfect alignment. Indicator for instructional focus.

English Average Number of Questions

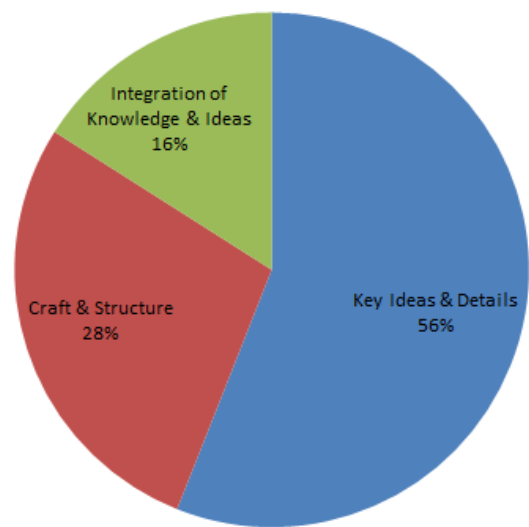


English Weakness Score

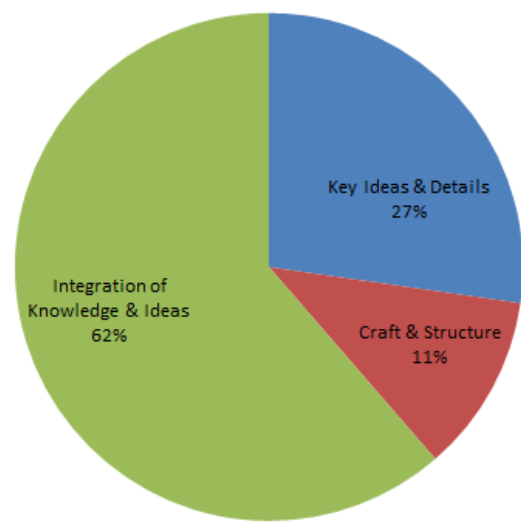


English Domain	% of Test Questions	% of Errors	What This Means
Conventions of Standard English	53%	17%	Students are strong here despite high number of questions
Production of Writing	31%	38%	More errors than nationally expected; indicator for instructional focus.
Knowledge of Language	16%	45%	Major weakness; indicator for instructional focus.

Reading Average Number of Questions



Reading Weakness Score



Reading Domains	% of Test Questions	% of Errors	What This Means
Key Ideas & Details	56%	27%	Students are relatively strong in the largest category.
Craft & Structure	28%	11%	Students handle author’s choices, tone, and structure well.
Integration of Knowledge & Ideas	16%	62%	Major weakness. Indicator for instructional focus.

11th Grade ACT Data

Statewide Averages for ACT

Subject Area	Arizona Average Score	% Meeting ACT College Readiness Benchmark	Performing Benchmark Score
English	17.7	41%	18
Math	17.7	22%	22
Reading	17.7	28%	22
Science	17.7	19%	23
Composite	17.7	28%	19

Demographics

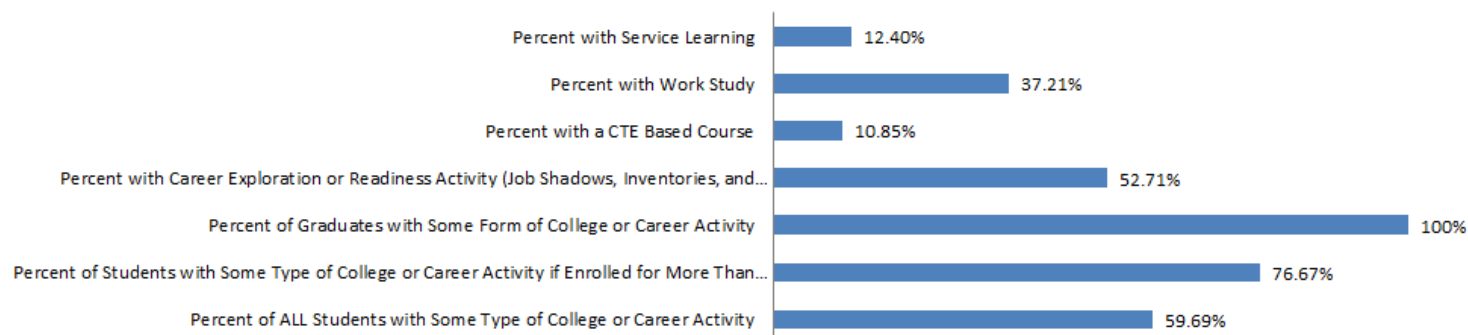
Test Window	Apr 6 - Apr 9
FAY	14
Non-FAY	10
Total	24
Percent FAY Tested	100%

FY26 Spring ACT Data

	Composite	Math	Science	STEM	English	Reading
Average	14.125	14.375	14.875	14.8125	13	15
Median	14.5	14	16	15	12.5	14
Mode	15	14	16	15	14	12

- Our school's average composite score is ~14.5 (~3.2 points lower than state average)
- English subject is area of greatest lag (~4.7 points lower than state average)
- Math and Science lag the state average by approximately 3.5 points lower than state average

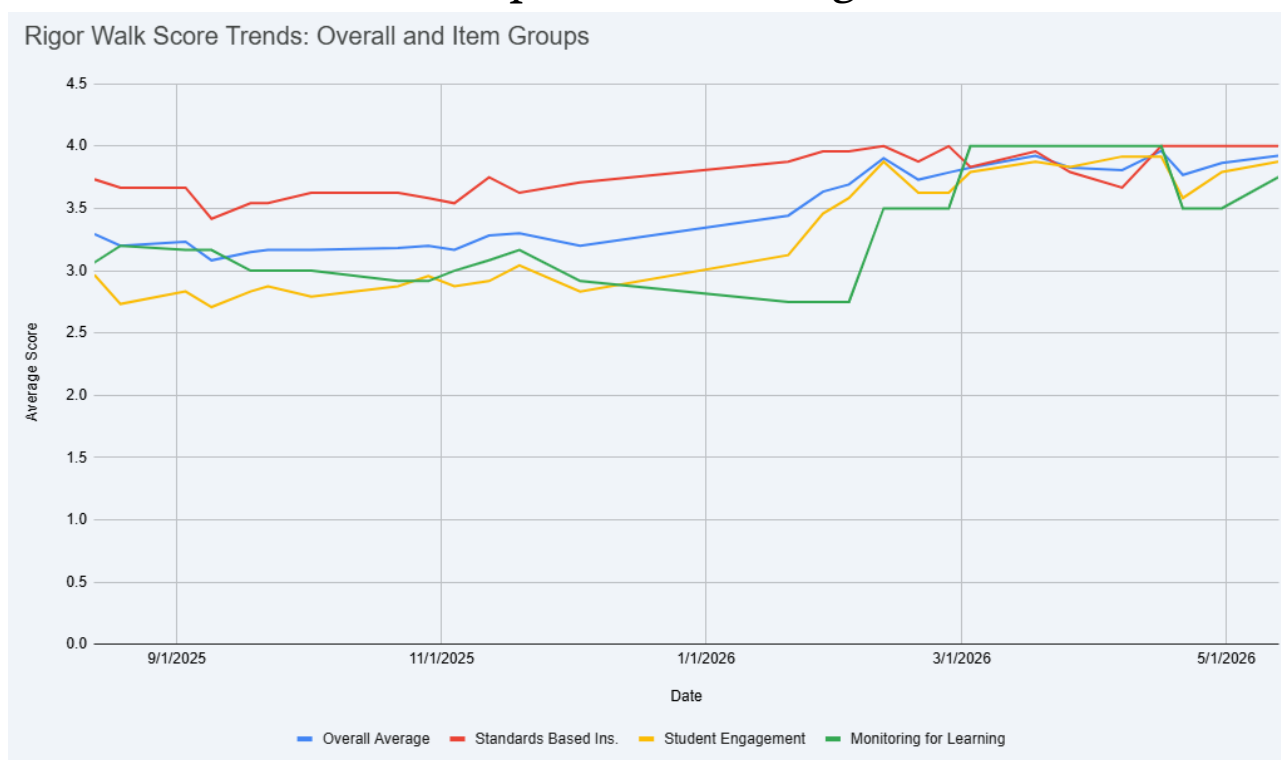
College and Career Readiness Data



Edgenuity® Data

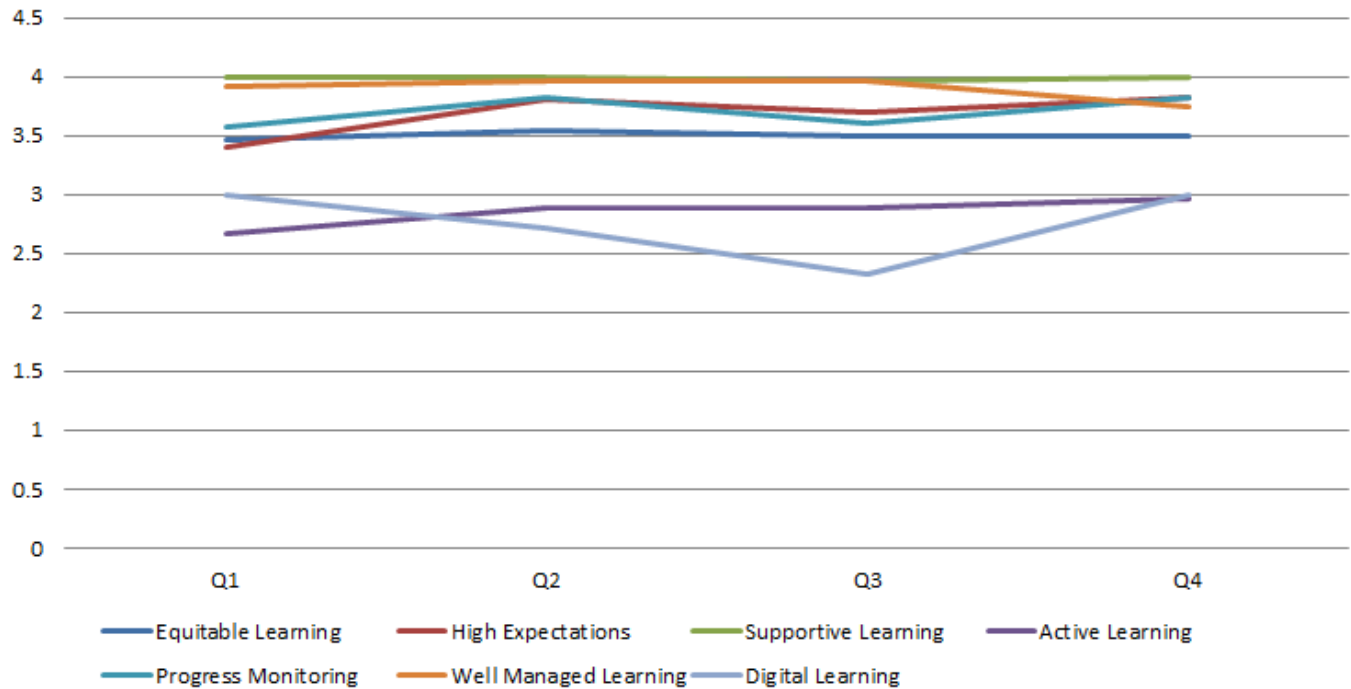
	FY26	FY25
Percent of Graduates with Edgenuity Credit	93.55%	88.23%
Percent of All Students with Edgenuity Credit	53.49%	48.72%

Instructional Empowerment's Rigor Walk® Data



1. The "Overall Average" score shows a steady upward trend, starting around 3.29 in August 2025 and reaching approximately 3.92 by May 2026.
2. **Standards Based Instruction:** This group (which includes Standard Alignment and Taxonomy Level) consistently maintains the highest scores, peaking at a perfect 4.0 in several 2026 observations.
3. **Student Engagement and Struggle (Items 7-12):** These items (covering Team Interaction and Productive Struggle) showed significant improvement, rising from an average of 2.97 in early 2025 to 3.88 by the end of the year.
4. **Monitoring for Learning (Items 13-15):** This category saw the most dramatic shift in early 2026. The data represents instructional struggles appearing for approximately 2/3 of the year, but drastic improvement for the last third of the year.

Cognia ELEOT[®] Data



1. Classroom demonstrate a positive learning culture and a strong environments for learning. Classrooms are generally safe, respectful, well-organized, and structured for student success.
2. Monitoring for student progress improved as the year progressed. At the end of the year, classrooms demonstrated solid monitoring for learning. Maintaining equitable access to learning was consistently strong the whole year.
3. Supporting diverse learners tends to be a challenge area for most classrooms where there is lack of data to support that classrooms provide learners multiple pathways to display knowledge of the standards.
4. Digital Learning displays a significant area of growth. Students use technology to access information, but do not consistently use technology to engage with other students.

25-26 Five School Priorities

1. The school must raise the federal five year federal graduation rate to get out of school improvement.
2. The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators.
3. The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.
4. The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.

Summary of Key Strategy Implementation

1. Combine attendance coordinator and paraprofessional position using a 50/50 split of funds from the School Improvement Grant and General Budget to decrease chronic absenteeism below 30%. Position will only be refunded if chronic absenteeism is below 30%

FY26 Summary: Attendance improved 5% over the past year, but daily student absenteeism is still 25%. The greatest success is that an average of 13.6 contacts per day was made by the employee holding the position. The greatest area of growth is that the employee's efficiency is lagging due to lack of technical skills. Technical skills improved moderately towards the end of the year which resulted in greater success in connecting with students and families.

2. Increase resources and time to College and Career Readiness program. The program consists of quarterly mini-career camps; partnerships with post-secondary education and training organizations, and local businesses. The program also consists of focusing attention to activities that align to student career interests and greater focus on work based study.

FY26 Summary: Four career camps were conducted, and the increased resources for the College and Career Readiness program led to higher student completion rates in job shadowing, work study, work-based learning, career explorations, and work experiences. 100% of graduates had some form of College or Career Readiness exposure, and almost 60% of all enrolled students at some form of College or Career Readiness exposure. Time of enrollment significantly impacts the opportunity to complete College and Career Readiness activities.

3. Adjust instruction observation protocols to include items that measure relevancy and authentic engagement.

FY26 Summary: The addition of the ELEOT tool strengthened instructional quality by creating a consistent, evidence-based framework for observing student learning behaviors. As a result, the school demonstrated year-long gains in supportive learning environments, high expectations, progress monitoring, and well-managed classrooms. ELEOT data also aligned closely with Rigor Walk findings, confirming improvements in feedback, monitoring, and alignment to standards.

4. Implement an online coursework platform that contains credit recovery coursework aligned to the Arizona Standards.

FY26: Edgenuity participation increased from FY25 to FY26, with graduates earning Edgenuity credit rising from 88.23% to 93.55% and all students earning Edgenuity credit increasing from 48.72% to 53.49%. This reflects a growing reliance on and successful completion of online coursework across the school.

5. Identify 11th grade cohort students and five-year cohort students as being significant populations of case management for the attendance coordinator, academic advisor, interventionist, and registrar.

FY26 Summary: The data shows that increased case management for the 2025 and 2027 cohorts resulted in higher persistence, stronger graduation outcomes, and lower dropout rates compared to prior years, despite the school's historically high mobility and absenteeism challenges. Cohort 2027 shows 71% still on track with very low dropout (8%), and Cohort 2025 (5-year graduation cohort) achieved a predicted 52% graduation rate, up from 50% last year, demonstrating that intensive monitoring, re-engagement efforts, and credit-tracking directly improved student

outcomes. With the increased case management students remained enrolled longer and graduate at significantly higher rates.

6. Realign the school wide short cycle assessment with concept categories of the Pre-ACT in the areas of science, English, reading, and math.

FY26 Summary: Aligning short-cycle assessments with ACT concept categories has strengthened instructional coherence, improved mastery of essential skills, and produced consistent growth on Pre-ACT benchmarks. Teachers now target the exact reading, English, math, and science concepts students will encounter on the ACT, resulting in higher concept mastery across most grades and 89% of matched students showing fall-to-spring Pre-ACT growth. This alignment has also exposed grade-level gaps in Grade 11; allowing the school to deliver more precise, data-driven interventions.

7. Continue to implement a system of review for ASBCS compliance and a system to improve Cognia Standards ratings.

FY26 Summary: The school successfully strengthened its ASBCS compliance systems, with all FY26 Interval Review categories marked “in compliance” and only one minor handbook correction required, demonstrating that the internal quarterly review process is working. At the same time, Cognia Standards ratings improved, most notably Standard 8, which increased from a 2 to a 4, showing that the school’s structured monitoring, evidence collection, and alignment efforts are producing measurable gains. Overall, the school has built a stable, proactive compliance system while simultaneously raising accreditation performance.