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To

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Subject

First Year Site Visit Results

Email Body

See Email HTML

Arizona State Board for Charter Schools

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November 26, 2013

Kaizen Education Foundation dba El Dorado High School

Theodore Frederick, Charter Representative

Michele Kaye, Charter Representative

7878 N. 16th St.

Suite 150

Phoenix, AZ 85020

Dear Mr. Frederick and Ms. Kaye,

On November 5, 2013, staff of the Arizona State Board for Charter Schools conducted the first year site visit of Glenview College Preparatory High School (Glenview). I appreciated the opportunity to meet with Mr. Glithero, tour the facility, and observe the school in action. Below is a summary of items reviewed, corresponding observations and findings. All areas were found to be in compliance, and no follow-up is required at this time.

1. Tour of Facility: A tour of the facility was conducted.

2. Student Count: On the day of the site visit, a total of 88 students were counted**.** Attendance records provided for that date report 89 students. In addition, the attendance policy and procedures were reviewed. Students were organized into the following grades:

Grade	Observed	Reported Enrolled	Reported Absent	Reported Present
9	21	23	2	21
10	17	23	6	17
11	12	14	2	12
12	1	3	2	1
Total	**51**	**63**	**12**	**51**

The discrepancy between the students counted and students reported is less than 5%, threshold used to determine

whether additional information is required.

3. Fingerprint Clearance Cards and Background Checks: Fingerprint clearance cards (FCCs) were reviewed pursuant to A.R.S. §15-183.C.5. Background checks, if applicable, were reviewed according to A.R.S. §15-512.

4. Resume File: A resume file of all current and former instructional employees was available at the front office pursuant to A.R.S. §15-183.F. Evidence was provided that parents had been notified in the student handbook. At the beginning of the year and during enrollment, students and parents are provided with a copy of the student handbook. The student handbook is also available on line.

Staff did observe that the instructional staff resumes contained personally identifiable information. Please be aware that A.R.S. §15-183.F allows the charter school to remove personally identifiable information, such as address and phone number, from the resume made available to the parents.

5. Governing Body Meeting Notices, Agendas, and Minutes: The governing body meeting notices, agendas, and minutes were reviewed and are compliant with Open Meeting Law A.R.S. §38-431.01-09. Public notices have complied with A.R.S. §38-431.02 (A) (1).

6. Enrollment Policies: The enrollment policies were reviewed and found to be in compliance with A.R.S. §15-184.

7. Daily Instructional Schedule: The school calendar and class schedules were reviewed. The school meets the requirements for hours of instruction in each grade level per A.R.S. §15-901.

8. Program of Instruction: Students were observed engaged in direct instruction, group activities, and independent seatwork. Classroom observations are described below:

Ms. Blaisdell (Psychology): Students were seated in individual desks listening to the teacher ask guiding questions regarding their dreams and interpretation of those dreams. Students have been tasked to keep a daily dream journal. The teacher introduced the next activity and instructed the students to use a graphic organizer to input their thoughts.

Ms. Peralta (Geometry): Students were observed working on math problems. The classroom was created to have white boards on each side of the walls which allows for all nine students to be engaged simultaneously on solving math problems. The teacher was facilitating the activity and providing support when needed. Students also had access to technology through their netbooks while problem solving.

Ms. DeKing (Environmental Science): Students were seated in groups each with a netbook. Students had just completed their lab and were beginning to clean up. Teacher was providing one-on-one assistance while other students were finishing up their writing assignment.

Ms. Fieman (World History/Geography): Students were observed in groups of 4 to 5. Each group was assigned to read an article and complete a graphic organizer. Teacher was facilitating the activity to ensure all students continued to be engaged. She would move from group to group conducting checks for understanding.

9. Performance Management Plan (PMP): The PMP was reviewed with Mr. Glithero. The following section describes what was discussed with him regarding the implementation of the PMP, and whether action steps were confirmed by the evidence described in the PMP document.

Strategy I: Staff reviewed action steps described in the PMP, including curriculum maps and lesson plans. According to Mr. Glithero, each teacher takes a project-based approach across all subjects. For instance, he explained that in a History course, the teacher took the annotation excerpts from American Literature to examine the conditions of early American factories. Through this method students discovered main issues affecting factories. His second example was based on the current science lab observed in Ms. DeKing's class. The class was creating an aerator to understand how air escapes through various substances.

Strategy II and IV: Staff discussed action steps described in the PMP, including teacher observations and relevant professional development. According to Mr. Glithero, the curriculum coach for Glenview is Ms. Blaisdell, the Psychology teacher. She reviews the lesson plans and provides assistance with linking the appropriate standards to the teachers' lesson plans. During her third period she has the opportunity to conduct informal observations for 5 to 15 minutes. Feedback to the teachers is provided during their group meetings. Teachers have also conducted peer observation during their first block period. They conduct these about every two months. Teachers have attended a variety of PD workshops through the Leona Group.

Strategy III: Mr. Glithero explained that Glenview uses Galileo benchmark testing. Their first benchmark was four weeks ago and the students will be tested again in January and March. In addition, teachers have an assessment plan for each subject taught that includes formal and informal assessments.

If you have any questions concerning the information above, please contact me at 602-364-3084 or johanna.medina@asbcs.az.gov. The Board appreciates your cooperation during this first year site visit.

Sincerely,

Johanna Medina

Director of School Quality

Date Sent

11/26/13