

Arizona State Board for Charter Schools  
Arizona State Board of Education  
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[www.asbcs.az.gov](http://www.asbcs.az.gov)

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CHARTER GRADE LEVEL AMENDMENT REQUEST

(Charter Holder Name) Educational Enterprises dba EAGLE College Prep (CTDS) 078541000

(Charter Holder Mailing Address) 2450 W. South Mountain Avenue

(City, State) Phoenix, AZ (Zip) 85041

(Charter Representative's Name) Paul Kremer

(Phone Number) 602-323-5400 (Fax Number) 602-323-5401

**Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.**

Check appropriate box

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Narrative describing how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Mastery of coursework for additional grades
- Expected student performance on state mandated tests at all grade levels impacted by the addition
- Timeline for implementation
- Changes in staffing to support the requirements for Highly Qualified.

For K-8

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math - A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

For 9-12

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math - A math course description and a completed curriculum sample template including all required attachments as outlined on the template (template is available on the ASBCS website).
- Language Arts - A language arts course description and a completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template (template is available on the ASBCS website).
- Graduation requirements (number of credits in each content area and electives)
- Course level proficiency required for credit and acceptance of transfer credit

Decreasing grade levels served for charter

Included is the following:

- Board minutes approving the change (minutes must comply with Open Meeting Law ARS §38-431.01)
- Rationale for decrease in grade levels served and effective date of change

The Arizona State Board for Charter Schools and Educational Enterprises dba EAGLE College Prep (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM: K-5

TO: K-8

In witness whereof, Charter Holder has signed this contract amendment as of this \_\_\_\_\_ day of \_\_\_\_\_, 200\_\_\_\_, and the State Board for Charter Schools has signed this contract amendment as of this 16 day of Sept, 2009, to take effect at such time as it is signed by both parties.

*PKK*

*Paul K Kremer*

*Executive Director*

Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

# **Minutes of Public Meeting of the EAGLE Governing Board**

**September 1, 2009**

A public meeting of the EAGLE Governing Board was convened on September 1, 2009 at 7:00 PM at EAGLE College Prep Elementary School, 2450 W South Mountain Ave, Phoenix AZ, 85041.

The meeting was called to order at 7:00 PM.

## **Agenda Item A: Roll Call**

### **Members Present:**

Jeff Gunn, Community Member \*  
Paul Kremer, School Member  
Jeremy Johnson, Parent Member \*  
George Young, Business Member \*  
Michael Norton, Business Member \*  
Harry Tolliver, Community Member \*  
Matthew Fryberger, Parent Member \*

### **Members Absent:**

Claudina Douglas, Public Member

\* These members attended via teleconference.

## **Agenda Item B: Declaration of Curricular & Instruction Alignment to the Arizona Academic Standards**

Mr. Kremer asked the board to affirm the "Declaration of Curricular & Instruction Alignment to the Arizona Academic Standards" that is required by the Arizona Department of Education, and he presented evidence supporting the declaration. In particular, he made the following points:

- EAGLE's Dean of Students, Ms. Forbes, has 15 years of service in public schools, including 8 in a public charter school that had full alignment and mature evaluation tools;
- Staff received 3-weeks of training prior to the start of school;
- Staff receives in-service training every Wednesday;
- Administration has already begun its assessment process;
- EAGLE administers quarterly the Galileo Assessment, which correlates with

AIMS testing;

Mr. Tolliver motioned to affirm the declaration that EAGLE has adopted a curriculum that is aligned with the Arizona Academic Standards and has adopted an evaluation system that assesses whether teacher are integrating the Standards into their instructional practices. Mr. Young seconded the motion.

All board members voted to approve the motion, except for Mr. Kremer who abstained.

### **Agenda Item C: Charter Grade Level Amendment Request**

Mr. Kremer asked the board to adopt a motion to amend EAGLE's charter to add grades 6, 7, and 8. He went on to describe how it has always been the goal to establish EAGLE as a K-8 charter school.

Mr. Johnson so motioned and Mr. Norton seconded the motion.

Both Mr. Young and Mr. Tolliver asked about the timeframe for adding those grades, and Mr. Kremer indicated that the plan is to add 1 grade per year, starting with 5<sup>th</sup> grade next year.

All board members voted to approve the motion, except for Mr. Kremer who abstained.

The meeting was adjourned at 7:24 PM.

Dated this 1<sup>st</sup> day of September, 2009  
EAGLE Governing Board  
Jeremy S. Johnson, Secretary

#### **Attachments:**

alignment declaration.pdf  
grade amendment.pdf

**Description of how additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter.**

EAGLE College Prep began operating with students in the primary grades K-3 (2008-2009). For the 2009-2010 school year, we added a 4<sup>th</sup> grade class. Our conservative growth plan is to grow from the lower grades to THE higher grades. Our philosophy is based on the premise that all students can be successful in college. For this to become a reality, the community must provide children with a focused, college prep curriculum beginning with the primary and elementary-school grades. We believe that in order to achieve academic greatness, our program must also have a specific focus on character development. Combining the constant focus on positive character development and academic excellence will lead our students to be prepared for the challenges that lie ahead of them in education and in life. For EAGLE College Prep, it makes good sense to provide additional grades and have a full K-8 elementary grade school experience; thus, providing an opportunity for EAGLE students to continue on their journey to college.

The methods of instruction that are used at EAGLE recognize that a diversity of students must be educated using a diversity of instructional strategies. We will employ a wide variety of instructional methods. Specifically, EAGLE College Prep will utilize a broad range of expository, hands-on, and interactive approaches to instruction. Each of these three general methods of instruction will be incorporated into our lessons to promote student learning and to meet the needs of all our students. Students who have been educated at EAGLE in Grades K-5 will experience a flow in their educational careers when they move into grades 6-8. We also desire and teach our students to develop a love for learning and higher-level thinking skills.

EAGLE College Prep prepares students for the challenges that lie ahead of them in college and beyond. As a college prep school, we expose our students to college through a variety of ways (i.e., field trips to universities, adopting a college-theme room, etc...). There is also an overt expectation that all of our students will go to college. Finally, EAGLE College Prep takes great pride in focusing on the core educational classes (i.e., reading, mathematics, writing, science, and social studies). We believe that success in college and beyond depends on our students' ability to master each of these subjects and to establish a strong background in core coursework. EAGLE College Prep's special emphasis on college preparation can be achieved by building on the educational experiences of our primary grades and providing a seamless education (grades K-8) into a secondary education.

EAGLE College Prep is a college preparatory school where we work together toward the pursuit of academic greatness and positive character development in a safe and supportive learning environment. Our mission is one of pursuit. Adding grades to our school allows our pursuit for academic greatness and positive character development to continue. Character traits such as commitment, dedication, and perseverance require time to mature and be accomplished. Therefore, providing more time to work with our students (by allowing additional grades) gives EAGLE College Prep the necessary time to support our students in our learning environment. EAGLE College Prep also provides a safe learning environment by encouraging and promoting caring and loving relationships with each other. EAGLE is an acronym that stands for Expecting Academic

Greatness with a Loving Emphasis, and we want an opportunity to have the same expectations for academic greatness with a loving emphasis extended for grades 6-8.

### **Mastery of coursework for additional grades.**

The mastery of coursework for additional grades (6-8) is consistent with the mastery for coursework for our K-5 students. The following is a summary of the mastery expectations for the additional 6-8 grade students.

The mastery level of each student will be based on the student's performance on multiple sources of assessment aligned with the Arizona State Standards. In order to determine mastery, teachers will assess students on an on going basis. Continuous assessment will occur through the use of portfolios, teacher-developed tests, projects, performance-based assessments, presentations, text-developed tests, quizzes, homework, and informal assessments such as conversations with students.

We will determine the "mastery level" of our students in three different ways for three different purposes. First, in order to give a broad picture of a student's performance in a subject area, we will give quarterly and year-end traditional letter grades (A, B, C, F) based on percentage grades of summative assessments given at the end of units and at the end of each quarter. We feel this broad picture is important to help determine promotion of a student, to help inform a parent of their child's overall academic strengths and/or weaknesses, and to give our school personnel an overall general impression of the areas of strength and weakness for our student body. We will use the following scale in determining these letter grades: A = 90-100, B = 80-89, C = 70-79, F = 69 and below.

Second, we will use FAME scores on formative and summative assessments in order to get a more precise picture of a student's performance broken down by specific performance objectives as indicated in the Arizona State Standards. We feel that in order to provide a route to academic excellence for each of our students, it is critical to know their areas of strength and weakness within each subject area. We will use this information to guide curricular and instructional decisions in the classroom on an ongoing basis and also to inform remediation on a student by student basis so that we meet the needs of each individual learner. Teachers will collaborate with each other, administrators, and/or curricular consultants to create rubrics that will be used to determine their FAME score for each assessment. (Examples of this can be found in our curricular samples.)

Third, all students will participate in standardized testing as discussed in the previous section. These tests will be used to give us a snapshot of how our students are performing compared to a variety of benchmarks: both norm-referenced and criterion-referenced. This information will also enable us to measure student, class, and school growth by these benchmarks in a variety of ways enabling us to celebrate success and to address areas for improvement together as a team.

At the end of each quarter, we will give report cards that will include the traditional letter grades by subject and a more detailed analysis of the student's strengths and weaknesses using the FAME scale. Students who do not meet or exceed in a performance objective will be required to utilize additional remediation opportunities. To determine promotion, three criteria will be used: traditional letter grade, norm-referenced test grade, and discretion of the principal. Regarding the letter grade criteria, students

must earn a final grade of C or above for all academic and specials classes. Regarding standardized testing, decisions to promote or retain students in first and second grade will be based on performance on the Terra Nova and in grades three through eight on the AIMS Dual Purpose Standardized Tests. In order to be promoted, students must earn a minimum score in Reading and Math at the 30<sup>th</sup> Percentile on their respective test. Students who do not meet these promotion criteria will only be promoted at the Principal's discretion.

This process for measuring mastery level of the students is aligned with our mission by providing students many assessment opportunities preparing them for the tests they will encounter on their route to college. Using the FAME scale to analyze student performance will enable us to have a deeper understanding of a student's level of mastery on each performance objective allowing us to assist every student in his/her pursuit of academic excellence.

**Expected student performance on state mandated tests at all grade levels impacted by the addition.**

**Goals**

Goal	Action Steps
<p>1. EAGLE College Prep (Grades 6-8) will demonstrate annual student academic achievement in reading, writing, mathematics, and science (grade 8).</p>	<p>1.a. On the average, our students will grow by at least 5 national percentile points per year as measured by either the Terra Nova or the AIMS Dual Purpose Assessment until they reach at least the 50th percentile. 1.b. The percentage of students in a class that are classified as "meet" or "exceed" will increase year by year until at least 90% of the students are meeting or exceeding in that class.</p>
<p>2. EAGLE College Prep will demonstrate yearly school improvement.</p>	<p>2.a. By the end of the 2013-2014 school year, EAGLE College Prep's Growth Index will be greater than the state's expected growth in reading and math for grades 6 – 8 as measured by the Measure for Academic Progress (MAP). 2.b. At least 95% of all students in 6<sup>th</sup>-8<sup>th</sup> grades will take the Terra Nova as well as the AIMS Dual Purpose Assessment. 2.c. As a school, the percentage of students who are classified as "exceeds" in at least 1 subject area will continually increase.</p>

3. Each student will demonstrate a level of academic proficiency in each subject matter that remains stable or improves throughout the academic school year.	4. At least 90% of the students' quarterly report cards will reflect stable or improved grades.
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The first goal is established to annually demonstrate academic achievement of students. There are two measurable objectives in order to meet our first goal. The benchmark as articulated in 1.a was chosen because we feel it is important for our students to be able to compete with other students at their grade level nationally (a necessity for those wishing to gain acceptance into college). The benchmark as articulated in 1.2b reflects EAGLE College Prep's determination to have a majority of students meeting or exceeding Arizona State Standards as articulated by AZ LEARNS and NCLB. It is consistent with Arizona's annual measurable objectives for reading, writing and math.

The second goal is established to demonstrate yearly school improvement. Although this is not an overtly student achievement goal, ultimately the goal will affect student achievement. This goal is supported by three measurable objectives. All three benchmarks take into account the requirements of AZ LEARNS and AYP. The benchmark established in 2.a deals with the growth expectations of the Measure of Academic Progress (MAP). It is EAGLE College Prep's commitment that no matter where a student falls on the FAME scale, they show positive growth in the right direction. In fact, this goal shows a commitment to exceed the state's expectations in terms of growth. The benchmark in 2.b focuses on the requirement that 95% of the school's students must take the Terra Nova or AIMS Dual Purpose Assessment (DPA). Benchmark 2.c highlights our focus on providing students opportunities for acceleration that will enable them to go beyond meeting the proficiency standards.

The third academic goal that EAGLE College Prep set will be the stable or improved proficiency of at least 90% of the students throughout the year as measured by quarterly class grades. We believe students are capable of continuous academic improvement. Further, we believe students will learn study habits that will reflect maturing and disciplined students. We feel that it is important that students will academically peak during the 4<sup>th</sup> quarter of the year.

**Timeline for implementation.**

This following table demonstrates our conservative growth plan to grow a full K-8 elementary school. The student capacity calculations show the maximum number of students as well as 90% of students in attendance. EAGLE College Prep may begin adding higher grades earlier than this table indicates based on market demands for educational choices as well EAGLE College Prep's internal measurements of overall school quality.

	2009-2010 (current)	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
K	4 (21) = 84	4 (24) = 96	4 (24) = 96	4 (24) = 96	4 (24) = 96	4 (24) = 96	4 (24) = 96
1	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84
2	2 (28) = 56	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84
3	2 (28) = 56	2 (28) = 56	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84
4	1 (28) = 28	2 (28) = 56	2 (28) = 56	3 (28) = 84	3 (28) = 84	3 (28) = 84	3 (28) = 84
5		1 (28) = 28	2 (28) = 56	2 (28) = 56	2 (28) = 56	2 (28) = 56	2 (28) = 56
6			1 (28) = 28	2 (28) = 56	2 (28) = 56	2 (28) = 56	2 (28) = 56
7				1 (28) = 28	1 (28) = 28	2 (28) = 56	2 (28) = 56
8					1 (28) = 28	1 (28) = 28	2 (28) = 56
	308 (279)	404 (364)	488 (439)	572 (515)	600 (540)	628 (565)	656 (590)

### **Changes in staffing to support the requirements of Highly Qualified.**

This plan will require adding one additional school leader in the 2011-2012 school year. This school leader will have highly qualified credentials to serve as a middle school principal. Additionally, this plan will require adding another additional school leader in the 2012-2013 school year. This leader will have highly qualified credentials to teach in a middle school and will act as the middle school Dean of Students. Business and operational aspects of the full K-8 EAGLE College Prep will be conducted in the same manner as current (Executive Director, Business Management Consultant Services, and Office Manager). Currently, EAGLE College Prep employs a Director of Special Education and a Director of ELL Programs. Both positions will continue to oversee the Special Education and ELL programs to the entire K-8 EAGLE College Prep school. As case loads increase, additional part and full time positions may need to be filled to serve these students. As far as teachers, EAGLE will hire the equivalent of one highly qualified teacher per 28 students. Students in grades 5-8 will be participating in the middle school concept and will be rotating between specific content areas with a teacher who is highly qualified in their middle school according to their core subject area. Currently, EAGLE employs part and full time educational assistants. Additional assistants will be necessary to reduce the adult to student ratio. Also, the additional grades will require another full time receptionist. Finally, several specials will be offered at EAGLE College Prep (Grades 5-8). Part and full time physical education and music professionals will be employed to offer these specials. Finally, we will continue to add as needed educational assistance to assist with the implementation of our technology programs at EAGLE.