

## AGENDA ITEM EXECUTIVE SUMMARY: Grade Level Change and Enrollment Cap Amendment Request

### Request

Flagstaff Arts and Leadership Academy, Inc. (“Charter Holder”) submitted an expansion request to increase the grade levels the Charter Holder is approved to serve, from grades 7-12 to grades 6-12, and increase the enrollment cap from 340 to 350, beginning in FY 2019.

*See Appendix A: Amendment Request and Support Materials.*

The Charter Holder’s rationale states that adding 6<sup>th</sup> grade to the charter will bring Flagstaff Arts and Leadership Academy (“FALA”) into alignment with the Flagstaff Union School District, who in 2010-11 consolidated their schools and created a middle school model that includes 6-8<sup>th</sup> grade. The Charter Holder states that this consolidation has gradually had a negative effect on the enrollment at FALA as students “would have to attend 5th grade in elementary school, a new middle school for 6th grade and then would need to transfer to FALA in 7th grade.” This results in students having to enroll in the three different schools, over three years, if they were to attend FALA starting in 7<sup>th</sup> grade. The narrative states that, “adding a 6th grade to FALA would fill a huge need within our community and would be a true asset to our growth and enrollment”. The addition of 6<sup>th</sup> grade would also facilitate an increase of the enrollment cap from 340 to 350, so an enrollment of 50 students per grade can be maintained. The provided staffing plan indicates that by utilizing their current staff of 23 full time content and specialty teachers, no additional instructional staff will be needed as the student to teacher ratio will continue to be 1:15. In addition, 1 Special Education (“SPED”) Director, 2 SPED teachers, and 2 SPED paraprofessionals are in place. The provided promotion criteria indicate that middle school students must be enrolled in 4 courses, for a total of 8 courses each semester, and earn a C or better in Math, English, Science, Social Studies, and Liberal Studies.

*Executive Summary Update; Appendix C: Strategic Plan*

At its February 12, 2018 meeting, the Board tabled the Grade Level Change and Enrollment Cap Amendment Request submitted by the Charter Holder. The agenda item was tabled to allow the Charter Holder to add its Strategic Plan to the materials included with the request. The Board requested this additional information to allow the Charter Holder to address the Board’s concerns regarding the school’s declining academic performance in Reading and Math. The Charter Holder’s Strategic Plan is included as Appendix C.

### Three Year Plan

	FY 2018	FY 2019	FY 2020	FY 2021
<b>Grade Levels</b>	7-12	6-12	6-12	6-12
<b>Enrollment</b>	289	344	350	350

### Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
<b>In operation for three years</b>	The Charter Holder has been in operation for 21 years.
<b>“Meets Operational Standard” in the most recent Fiscal Year</b>	The Charter Holder received an Overall Rating of “Meets” on the Operational Performance Dashboard in FY 2017.

<b>“Meets Financial Performance Standard” based on the most recent dashboard</b>	The Charter Holder received an Overall Rating of “Meets” on the FY 2016 and FY 2017 Financial Performance Dashboard.
<b>Grade level cohorts are at capacity and/ or could fill enrollment for new grades requested</b>	Not applicable because the Charter Holder is requesting to add a grade level below the grades currently served at the school. The provided narrative indicates the school currently has an interest list of over 50 students for 6 <sup>th</sup> grade.
<b>ADM is within 85% of current enrollment cap</b>	According to ADE School Finance, the Charter Holder’s average daily membership is 284.844 students, which is within 84% of the current enrollment cap of 340 students. Enrollment data is provided on page 3.
<b>Each school performs at or above the average performance of a majority of schools within a five mile radius of the school’s location</b>	Flagstaff Arts and Leadership Academy did not perform at or above the average performance of a majority of schools within a five mile radius of the school’s location based on the FY2017 AzMERIT for Math. Information regarding nearby schools is provided on page 2.

## Profile

The Charter Holder was granted a renewal charter in 2010.

### Governance

Corporate Board Members
<b>Eli Cohen</b>
<b>Sharon Gorman</b>
<b>Judith Jordan</b>
<b>Heather Pierce</b>
<b>Laura Umphrey</b>

### School Profile

School Name	Flagstaff Arts and Leadership Academy
FY14 Letter Grade	A
Date Open	August 1996
Location	Flagstaff
Grade Levels	7-12
ELA Percent Passing FY15; FY16; FY17 (AzMERIT FY17 average: 39%)	55%; 54%; 46%
Math Percent Passing FY15; FY16; FY17 (AzMERIT FY17 average: 40%)	42%; 37%; 30%
Science Percent Passing FY15; FY16; FY17 (AIMS FY17 average: 53%)	65%; 69%; 63%

### Additional School Choices Serving Grades 6-12 within 5 Miles of School

Total Schools	FY 2014 Letter Grade	Number of Charter Schools	FY 2017 Greater than State Average			Subgroups within (±5%) of Charter Holder's Subgroup Data		
			ELA (>39%)	Math (>40%)	Science (>53%)	FRL (±5%)	ELL (±5%)	SPED (±5%)
5	A	3	4	4	3	*	*	2
3	B	2	1	0	2	*	*	2
4	C	1	1	0	1	*	*	4

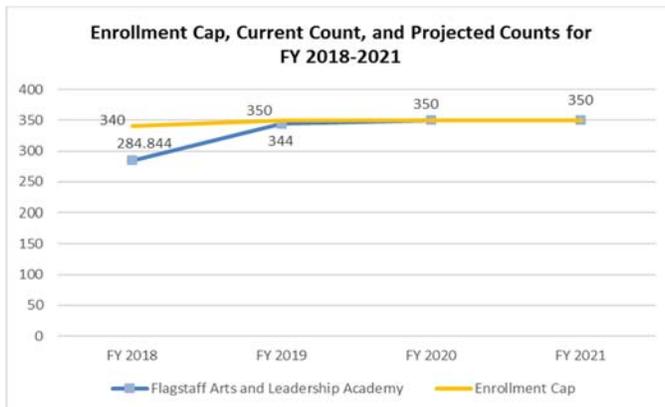
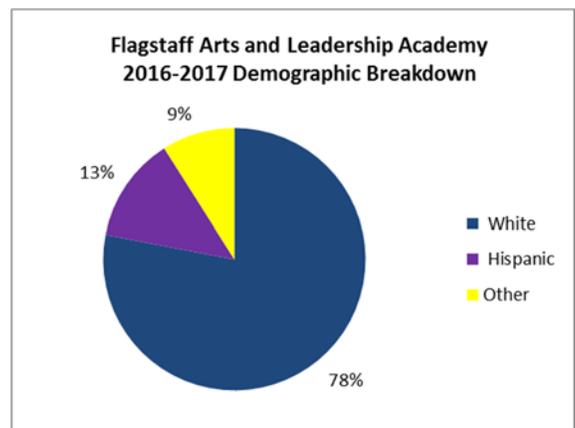
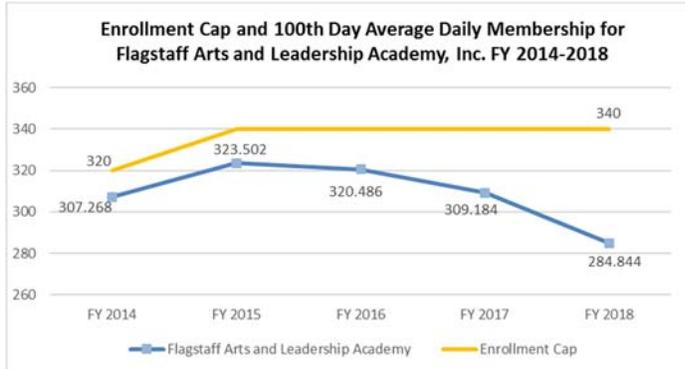
\*Because the percentage of FRL, ELL, AND SPED students is not available for the Charter Holder, comparison to nearby schools is not possible.

### Comparison of nearby schools to Flagstaff Arts and Leadership Academy

Total Schools	FY 2014 Letter Grade	Number of Charter Schools	FY 2017 AzMERIT and AIMS Science Greater than Flagstaff Arts and Leadership Academy		
			ELA (>46%)	Math (>30%)	Science (>63%)
5	A	3	4	4	3
3	B	2	1	2	2
4	C	1	0	2	0
<b>Total Number of Schools (Percentage of total)</b>					
12		6 (50%)	5 (42%)	8 (67%)	5 (42%)

### Enrollment and Demographic Data

100<sup>th</sup> day ADM for FY 2014-FY2017, FY 2018 ADM as of January 3, 2018.



2016-2017 Subgroup Data	
Free and Reduced Lunch	*
English Language Learners	*
Special Education	18%

*\*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*



APPENDIX C  
STRATEGIC PLAN



## Quick Links

[Address to the Arizona Charter Board](#)

[History](#)

[Summary - 6th grade request](#)

[Academic Trends](#)

[High School #10 in State of Arizona](#)

[Math Analysis and Improvement Plan](#)

[Plan to Improve Arizona Math skills](#)

[FALA's Plan English Analysis and Improvement Plan](#)

[FALA Strategic Plan](#)

[Strategic Goals](#)

[Priorities by Year](#)

[A-F Letter Grade Appeal](#)

[ELA and Math Grade 10](#)

[Data and Coding Validation](#)



# FLAGSTAFF ARTS & LEADERSHIP ACADEMY

February 26, 2018

Dear ASBCS President and Board Members,

At our last meeting, the Arizona State Board of Charter Schools made a request to Flagstaff Arts & Leadership Academy (FALA) to provide data supporting why we should be granted the privilege to add sixth grade. Thank you for this opportunity. This letter and the enclosed documents serve as our rationale and evidence. Please pay particular attention to our *Strategic Plan* as it outlines our strong path forward in both academic achievement and teacher accountability. Please allow for us to provide context for FALA in terms of the problems generated by not having sixth grade and how it aligns with other school grade transitions in Flagstaff.

## **History**

In 1997 FALA opened its doors to the Flagstaff high school community. From the beginning, the facility was housed on the Museum of Northern Arizona (MNA) campus. In the fall of 2010, MNA needed the space occupied by the school and FALA was asked to relocate.

**Relocation.** After considering a number of different sites, a suitable location was selected adjacent to MNA on Fort Valley Road (Highway 180 near Snowbowl). With the new location came a bond for FALA. Concurrently, the decision to add a middle school, seventh and eighth grade, was included as part of the move to the new campus. This configuration was consistent with the model in place in the Flagstaff Unified School District (FUSD).

**FUSD Reconfiguration.** Approximately one year later, FUSD closed several schools and reconfigured their structure to make elementary schools K-5, middle school 6-8, and high school 9-12 grades. Had FALA known about this impending change, the school would have originally requested a sixth through eighth grade configuration.

However, enrollment was strong in those immediate years following. The impact of FUSD's grade changes were not felt by Flagstaff's charter community until recently as a result of several contributing factors.

**FALA New Executive Director.** In 2014, it was announced in the press that FALA would be undergoing an administration overhaul. This transition played out over the course of several months, which caused confusion and uncertainty in the community about the stability of FALA. In January 2015, a new Executive Director was hired with a background working for non-profit organizations but no experience running a school. This proved to be a monumental challenge. She ended up submitting her resignation mid-year in February, 2016 citing, "My skills, experience and talents are not in alignment with what FALA needs now" (Arizona Daily Sun, 3/31/16). As such, between 2014-2016, with unpredictability from an inexperienced Executive Director, this period caused a sense of instability for FALA and enrollment began to decline, in part, due to this situation.

**New FUSD Magnet Programs.** In addition, following the FUSD reconfiguration, FUSD hired a marketing firm and launched several magnet programs to attract students to the two large public 6-8 middle schools: (1) the MITe program (Middle School Institute of Technology and Engineering; a STEM Magnet program with honors curriculum) (<https://www.fusd1.org/mit-e>) at Sinagua Middle School and the Alpine Leadership Academy (focused on experiential learning) at Mount Elden Middle School (<https://www.fusd1.org/domain/1501>). These newer programs appeared to be an attractive alternative for Flagstaff parents as enrollment reaches full capacity each year.

**FALA Transition Consultant / Interim Director.** In June 2016, Mr. Larry Wallen was asked to come in as a Transition Consultant / Interim Director at FALA. Mr. Wallen immediately began to facilitate the training of a new Board of Directors with varied professional backgrounds. Since December of 2016, the new Board of Directors, in conjunction with the Interim Director, began work to stabilize the school, develop a three year strategic plan (please see the attached *FALA Strategic Plan*) and return focus to providing a quality educational experience for its students. As a result of the progress made, Mr. Wallen was hired to stay on as the Executive Director; a seasoned educational leader with a strong background in student achievement.

To gain a better picture of the situation, below is a quote from a review left on the FALA Facebook page from a parent from January 10th, 2018:

*The current administration at FALA is top notch. They dedicate their lives and "free time" to make FALA a safe and inspiring school. Some past reviews had negativity*

*during different administrations and I think FALA is only getting better from here on out. My child is thriving here, and I wish I had had such a nurturing and creative school to attend when I was in high school. The teachers are also brilliant and dedicated. I highly recommend FALA and am so grateful that we have this unique choice in Flagstaff.*

**Summary.** As stated above, a burdensome problem exists for FALA that requires asking the Arizona State Board of Charter Schools for help to resolve it. FALA is asking Flagstaff families to move their children three times in the span of three years: elementary school up to 5th grade, one year of 6th grade at a different middle school and then transition to FALA in 7th grade. Change of this magnitude can be hard on children, especially during those middle school years. Many families have opted to delay the transition and wait to apply to FALA in 9th grade, as evidenced by the annual 9th grade lottery. We would like to ease this cumbersome transition for families and allow students to transition directly from elementary school to FALA middle school. All other charter schools in Flagstaff that offer a middle school include 6-8th grade (Northland Preparatory Academy, BASIS Flagstaff, Flagstaff Junior Academy, Pine Forest, Montessori, and The Peak School), leaving FALA the only school in Flagstaff with this anomalous configuration.

## **Academic Trends**

Another concern mentioned at the last meeting was academic trends. We were asked to address what changes we are making to improve test scores; with a particular emphasis in math. Please refer to the attached “Analysis and Improvement Plans” for both Math and ELA. In addition, please refer to the “A-F Appeal” that supports a suggested data problem and not a learning problem.

To gain a broader understanding of other academic achievements at FALA, we present the following:

## **High School**

- **FALA High School is ranked the #10 school in the state of Arizona**, according to U.S. News and World Report (2017). FALA was the ONLY school in Flagstaff to achieve a Top 10 status. These ratings were based on: “a great high school must serve all of its students well, not just those who are college bound, and that it must be able to produce measurable academic outcomes to show it is successfully educating its student body across a range of performance

indicators.”

- **FALA was awarded a Gold Medal:** Schools with the highest unrounded CRI values were numerically ranked from No. 1 to No. 500 and were the gold medal winners. FALA is ranked 254 in the nation (U.S. News & World Report, 2017).
- The **AP® participation rate** at Flagstaff Arts and Leadership Academy is 87 percent (U.S. News & World Report, 2017).
- **Coconino Association for Vocations, Industry and Technology (CAVIAT).** Last year FALA formed a partnership with CAVIAT to provide our students with the opportunity to gain further technical education in areas including: Alternative Energy Technician, BioScience, Business, Computer Information Systems, Emergency Medical Services, Engineering Sciences, Medical Assistant, Nursing Assistant, among other programs. (<http://www.caviat.org/index.html>) (<http://www.ade.az.gov/edd/NewDetails.asp?EntityID=321309&RefTypeID=1033>)

In summary, to be consistent with FUSD and because we have a strong plan to improve academic test scores, we would be grateful if you would grant FALA this opportunity to better serve Flagstaff families and allow FALA to add sixth grade.

Respectfully,

Larry Wallen, FALA Executive Director

## **FALA Relevant News Articles in Chronological Order**

NAU College of Ed endorsing the new proposal for 6-8 grade reconfiguration of FUSD schools. (2/8/2010)

[http://azdailysun.com/news/local/education/college-of-ed-backs-fusd-reconfiguration/article\\_9fcdb459-897a-57be-99c2-0c5d9731a26d.html](http://azdailysun.com/news/local/education/college-of-ed-backs-fusd-reconfiguration/article_9fcdb459-897a-57be-99c2-0c5d9731a26d.html)

FALA Approved to Add Middle School article (3/8/2010)

[http://azdailysun.com/news/local/education/fala-approved-to-add-middle-school/article\\_8ec51b04-2b08-11df-bf4d-001cc4c002e0.html](http://azdailysun.com/news/local/education/fala-approved-to-add-middle-school/article_8ec51b04-2b08-11df-bf4d-001cc4c002e0.html)

FALA's New Campus / New Middle School article (4/9/2010)

[http://azdailysun.com/news/local/education/fala-s-new-campus-new-middle-school/article\\_f74adb43-8c10-560b-8041-ed6a4fa71314.html](http://azdailysun.com/news/local/education/fala-s-new-campus-new-middle-school/article_f74adb43-8c10-560b-8041-ed6a4fa71314.html)

Magnet Schools Prove Popular in Flagstaff (12/7/2011)

[http://azdailysun.com/news/local/education/magnet-schools-prove-popular-in-flagstaff/article\\_ed7ed26f-ed3-5c64-8ac5-17cbb4fe5e7d.html](http://azdailysun.com/news/local/education/magnet-schools-prove-popular-in-flagstaff/article_ed7ed26f-ed3-5c64-8ac5-17cbb4fe5e7d.html)

FUSD keeps sights on breadth, quality (3/22/12)

[http://azdailysun.com/news/local/education/fusd-notebook-fusd-keeps-sights-on-breadth-quality/article\\_40456e6a-ed56-5f41-8dc3-952ba1095122.html](http://azdailysun.com/news/local/education/fusd-notebook-fusd-keeps-sights-on-breadth-quality/article_40456e6a-ed56-5f41-8dc3-952ba1095122.html)

NPA and FALA Top 5 High Schools in Arizona (US News and World Reports) (5/9/12)

[http://azdailysun.com/news/local/education/npa-fala-get-top--state-school-ranking/article\\_98bfa072-b0ae-5a3e-b584-734a6f266424.html](http://azdailysun.com/news/local/education/npa-fala-get-top--state-school-ranking/article_98bfa072-b0ae-5a3e-b584-734a6f266424.html)

Becky Daggett and Ari Wilder are leaving FALA at the end of this academic year. The two were hired in June 2009—Daggett as executive director and Wilder as Dean of Academy (4/22/14)

[http://azdailysun.com/news/local/education/leadership-at-flagstaff-arts-leadership-academy-to-turn-over/article\\_fe68647c-c9ea-11e3-a78e-0019bb2963f4.html](http://azdailysun.com/news/local/education/leadership-at-flagstaff-arts-leadership-academy-to-turn-over/article_fe68647c-c9ea-11e3-a78e-0019bb2963f4.html)

Jelenann Salyers has been hired to replace Ari Wilder as the dean of Flagstaff Arts and Leadership Academy (8/10/14)

[http://azdailysun.com/news/local/education/flagstaff-charters-set-for-new-school-year/article\\_06436222-2045-11e4-ade7-001a4bcf887a.html](http://azdailysun.com/news/local/education/flagstaff-charters-set-for-new-school-year/article_06436222-2045-11e4-ade7-001a4bcf887a.html)

Laura Kelly new Executive Director (1/14/15)

[http://azdailysun.com/news/local/education/fala-welcomes-new-executive-director/article\\_d72198b7-e9aa-54f7-8a6e-61401c1ebc46.html](http://azdailysun.com/news/local/education/fala-welcomes-new-executive-director/article_d72198b7-e9aa-54f7-8a6e-61401c1ebc46.html)

School Choice Represents Middle School Scramble in Flagstaff (1/30/2016)

[http://azdailysun.com/news/local/school-choice-represents-middle-school-scramble-in-flagstaff/article\\_2da335e6-8f7e-509c-87ee-1d09ae8c4fd2.html](http://azdailysun.com/news/local/school-choice-represents-middle-school-scramble-in-flagstaff/article_2da335e6-8f7e-509c-87ee-1d09ae8c4fd2.html)

Laura Kelly resigns as Executive Director (3/31/16)

[http://azdailysun.com/search/?f=html&q=FALA+Laura+Kelly&s=start\\_time&sd=desc&l=25&t=article%2Ccollection%2Cvideo%2CYoutube&nsa=eedition](http://azdailysun.com/search/?f=html&q=FALA+Laura+Kelly&s=start_time&sd=desc&l=25&t=article%2Ccollection%2Cvideo%2CYoutube&nsa=eedition)

AzMERIT Scores in the News (9/18/16)

[http://azdailysun.com/news/local/azmerit-scores-show-some-progress-amid-big-gaps-among-schools/article\\_f5fe64bb-1053-5488-ad46-f954f6e04017.html](http://azdailysun.com/news/local/azmerit-scores-show-some-progress-amid-big-gaps-among-schools/article_f5fe64bb-1053-5488-ad46-f954f6e04017.html)

U.S. News & World Report (2017). Best High School Rankings: Arizona.

<https://www.usnews.com/education/best-high-schools/arizona>

[http://azdailysun.com/news/local/community/community-brief-fala-named-in-to-p-arizona-high-school-list/article\\_e72760a8-9659-5a24-9e47-297bb58dc40b.html](http://azdailysun.com/news/local/community/community-brief-fala-named-in-to-p-arizona-high-school-list/article_e72760a8-9659-5a24-9e47-297bb58dc40b.html)

U.S. News & World Report (2017). Subject Proficiency Testing: Flagstaff Arts & Leadership Academy.

<https://www.usnews.com/education/best-high-schools/arizona/districts/flagstaff-arts-and-leadership-academy/flagstaff-arts-and-leadership-academy-658/test-scores>

Snafu with AZMerit Grades (10/12/17)

[http://azdailysun.com/news/local/flagstaff-schools-appeal-state-letter-grades/article\\_19ee5f34-0d61-5b4e-b848-74428e662628.html](http://azdailysun.com/news/local/flagstaff-schools-appeal-state-letter-grades/article_19ee5f34-0d61-5b4e-b848-74428e662628.html)

## 2018-2019 FFlagstaff Arts and Leadership Academy (FALA) Math Department Analysis and Improvement Plan

*This document will explain FALAs' Math Department's teaching philosophy, an analysis of our current strengths and weaknesses, and a comprehensive plan to build on those strengths and correct those weaknesses moving forward.*

**Math Department Background:** The Arizona State Standards are the foundation for FALA Math Department curriculum and Instructional practices. Our current math department has all graduated from a comprehensive math teaching program at NAU. Through this program we were given the most recent research in math education and how student learning best practices. The NAU instructional program is based on the most current methods for effective and efficient math instructions that includes the use of: technology, probing questions, assessments, student centered, project based and inquiry based learning.

FALA's Math Department philosophy is based on experiential project learning instructional practices. Students need the chance to struggle with new concepts and come to their own conclusions. FALA's math teachers create a safe environment for the students where they are encouraged to learn by discovery and correction. FALA math teachers believe it is our role to provide information and help students in their journey to discover math. Because we feel that students should learn through discovery, we believe it is important to include hands on material while teaching mathematics.

In conjunction with the Arizona State Standards math FALA's instructional practices are guided by FALA's Habits of Heart and Mind.

### **FALA Math Philosophy**

#### **➤ Critical Inquiry**

- *An emphasis on inquiry and discovery lessons*
- *A focus on fostering perseverance in problem solving*

#### **➤ Investment**

- *A focus on investing in and creating strong relationships with students*
- *A focus on fostering a belief in students that they are good at math but it is something that needs to be learned.*
- *Portfolio helps reinforce their ownership of their math education and allows for reflection*

#### **➤ Connection and Collaboration**

- *An Emphasis on working in groups*

- *An Emphasis on connecting content to other subjects and the world around us.*
- **Creativity**
  - *Students are given opportunities to show what they know in creative ways through portfolio projects.*
- **Common Good**
  - *Answer the question: How can we use math to make a difference in our community, city, and world?*

**FALA's Plan to improve Arizona State Math Standard skills and improve AzMerit scores in math:**

**Goal 1:** Reteach basic K-6th grade skills in order to make sure all students have a solid foundation.

**Rationale:** Students who come to FALA with weak math foundations based on past AzMerit assessments.

**Plan:**

1. Students will take a math skills test at the start of each year that identifies area deficits according to grade level Arizona State Standards attainment. This same test will be administered each grading period to assess skill progress. Teachers will review student assessments and will determine if further action is required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time. Otherwise, individuals will be referred to the Student Study Team (SST, see step 2).
2. Students who are identified as lacking grade level skills through 45 day screening and/or math skills test will be referred to a Student Study Team (SST). The SST is comprised of the student's teachers, parents, counselors, special education director and the Dean of Academy. The SST will determine a plan that can range from mandatory tutoring to referral for a 504 or IEP evaluation.
3. Students will choose three skills each semester to work on as part of their portfolio. Students will document their work and provide a work sample that demonstrates skill mastery. Work samples may come from class assessments, projects, homework, or classwork. Students will assess their progress quarterly. Teachers will review student assessments and will determine if further action is

required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time.

4. Having a 6th grade would allow us to start laying a stronger foundation. The 6th grade curriculum includes teaching K-5th foundational skills that our students need in order to be successful in algebra and geometry.

**Goal 2:** Work as a team to train and mentor new teachers so that they are effective in grade level standard achievement.

**Rationale:** One year of ineffective math instruction can negatively impact our students' math performance and Arizona State Standard grade level skill attainment. This impact has a long term detrimental effect. New teachers need to deliver and understand instructional best practices that include Arizona State Standards grade level attainment and the FALA math philosophy. New FALA teachers need to have intentional and continuous constructive feedback from math mentors. New FALA Math teachers need regular opportunities to learn from the FALA Math Team. Learning from each other provides the opportunity to form positive relationships, which positively impacts instruction. A team holds its members accountable.

- 1) Constructive feedback from team members is well received.
- 2) A team of peers has the same goals, training, and philosophy.

**Plan:**

1. Each math teacher will be observed by math peers at a minimum of two times a semester, resulting in constructive feedback and implementation of feedback. Peer observations are scheduled at the start of the semester. The team will meet to give feedback to each other and make adjustments to upcoming lessons. An improvement plan will be implemented after the observation if needed. The improvement plan will include specific timelines for improvement areas. Professional development will be required for areas of improvement. If no improvement is observed through improvement plan, actions will be taken for replacement of teacher.
2. Administration will conduct Arizona State required evaluations of new teachers and provide support and feedback for the teacher to develop and be effective in

the classroom. An improvement plan will be implemented after the observation if needed. The improvement plan will include specific timelines for improvement areas. Professional development will be required for areas of improvement. If no improvement is observed through improvement plan, actions will be taken for replacement of teacher.

3. Administration will support and provide the time and space for the math team to meet. The math team will meet monthly at a minimum.

**Goal 3:** Continue to refine and organize math curriculum.

**Rationale:** New and veteran teachers are supported in the continued development, delivery and improvement of the FALA Math curriculum based on Arizona State Standards and the FALA Math Philosophy.

**Plan:**

1. Continue to use the FALA Math Team Drive as a GOOGLE School resource for collaboration and organization of lessons and curriculum. Math team reviews and shares successful implementation of lessons and progress towards math curriculum during team meetings.
2. Teachers instructing the same course must collaborate and use the same curriculum and follow the same course schedule. This ensures all students enrolled in different sections of the same course receive an equivalent education. The course schedules will be reviewed weekly.
3. Administrative support for math teacher professional development and implementation of best practices. Math team will research and recommend opportunities for professional development. At least one professional development for the math team per year.
4. Analyze AzMerit scores each year for specific areas of improvement and adjust math instruction to address areas of improvement.

In conclusion the 2018-2019 FFlagstaff Arts and Leadership Academy (FALA) Math Department Analysis and Improvement Plan will be reviewed each year. This plan is

based on a careful review of past AzMerit results. Examination of new teacher support and training were also identified as a factor for low testing scores. The opportunity for continuous improvement and implementation of highly effective math instruction and curriculum is critical to student success in all academic areas.

## Flagstaff Arts and Leadership Academy English Department Plan to Improve Declining AzMerit Scores.

The FALA English Department will use the Arizona State Standards as the baseline for English curriculum and classroom instructional delivery. The primary objective will be to improve English and Language Arts grade level skills throughout the year.

In conjunction with the Arizona State Standards FALA's ELA instructional practices are guided by FALA's Habits of Heart and Mind.

### ➤ **Critical Inquiry**

- *An emphasis on inquiry and discovery lessons*
- *A focus on fostering perseverance in problem solving*

### ➤ **Investment**

- *A focus on investing in and creating strong relationships with students*
- *A focus on fostering a belief in students that they are good at math but it is something that needs to be learned.*
- *Portfolio helps reinforce their ownership of their math education and allows for reflection*

### ➤ **Connection and Collaboration**

- *An Emphasis on working in groups*
- *An Emphasis on connecting content to other subjects and the world around us.*

### ➤ **Creativity**

- *Students are given opportunities to show what they know in creative ways through portfolio projects.*

### ➤ **Common Good**

- *Answer the question: How can we use math to make a difference in our community, city, and world?*

### **FALA's Plan to improve Arizona State ELA Standard skills and improve AzMerit scores in English:**

**Goal 1:** Reteach basic K-6th grade ELA skills in order to make sure all students have a solid foundation.

**Rationale:** Students who come to FALA with weak ELA foundations based on past AzMerit assessments will be identified.

**Plan:**

1. Students will take an ELA skills test at the start of each year that identifies area deficits according to grade level Arizona State Standards attainment. This same test will be administered each grading period to assess skill progress. Teachers will review student assessments and will determine if further action is required. If further action is required, and it is noted that several students need the same remediation, teacher will include reteach during class time. Otherwise, individuals will be referred to the Student Study Team (SST, see step 2).
2. Students who are identified as lacking grade level skills through 45 day screening and/or ELA skills test will be referred to a Student Study Team (SST). The SST is comprised of the student's teachers, parents, counselors, special education director and the Dean of Academy. The SST will determine a plan that can range from mandatory tutoring to referral for a 504 or IEP evaluation.
3. In advance of AZ Merit Testing, ELA teachers will hold intensive "refresher" courses for students at all grade levels in order to review ELA basics and provide additional test-taking strategies.
4. Having a 6th grade would allow us to start laying a stronger foundation. The 6th grade curriculum includes teaching K-5th foundational skills that our students need in order to be successful in ELA.

**Goal 2:** Continue to refine and organize ELA curriculum.

**Rationale:** New and veteran teachers are supported in the continued development, delivery and improvement of the FALA ELA curriculum based on Arizona State Standards.

**Plan:**

1. Continue to use the FALA ELA Team Drive as a GOOGLE School resource for collaboration and organization of lessons and curriculum. ELA team reviews and shares successful implementation of lessons and progress towards ELA curriculum during team meetings.
2. Teachers instructing the same course must collaborate and use the same curriculum and follow the same course schedule. This ensures all students enrolled in different sections of the same course receive an equivalent education. The course schedules will be reviewed weekly.

# Flagstaff Arts & Leadership Academy (FALA)

## 2017- 2020 Strategic Plan



**Presented by:** FALA Strategic Planning Committee  
Operating in Cooperation with the FALA Governing Board

**Committee Members:** Sarah Buss - Robert Corbin - Deidre  
Crawley - Sharon Gorman - Janeece Henes - Judy Jordan -  
Heather Pierce (Chair) - Laura Umphrey - Larry Wallen

**Dated:** 20th of November, 2017



**FLAGSTAFF ARTS & LEADERSHIP ACADEMY**

3401 N. Fort Valley Rd. Flagstaff, AZ 86001 (928) 779-7223

# Executive Summary



Flagstaff Arts & Leadership Academy (FALA) opened in August 1996 offering students a unique education with a focus on the arts. FALA is currently one of the only schools in Northern Arizona with this specialized focus. FALA is a tuition-free, public charter school for grades 7-12 and plans are underway to include grade 6 in Fall 2018.

Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences and humanities. Our nurturing educational community supports the individual growth of each student. Currently, FALA serves grades 7-12. The student body makeup is 35 percent male and 65 percent female, and the total minority enrollment is 18 percent.

Measures of student success at FALA include:

- The school's ability to create a safe and inclusive school environment
- Teachers' ability to engage students in the classroom
- Hiring and retaining great leaders and teachers
- Preparing all students for success after high school
- Meaningful involvement of parents
- Creating an atmosphere that encourages creativity, expression and capability

FALA's unique curriculum approach is guided by the five distinct Habits of Heart and Mind. These five values emphasize: 1) Common Good, 2) Connection and Collaboration, 3) Investment, 4) Creativity, and 5) Critical Inquiry.

While incorporating the Habits of Heart and Mind, FALA's curriculum emphasizes the visual and performing arts and prepares students to think critically, communicate effectively, analyze issues, and develop leadership abilities. We approach this in four ways:



1. Rigorous academic courses premised on high expectations and sequenced to prepare students for college success.
2. Enrollment in arts classes for all students to support and encourage self-expression, creativity and awareness. CARE (Core Arts Requirement Emphasis) applies to all FALA students and requires a minimum of one course within each artistic discipline— theater, dance, art and music.
3. Civic participation through our service learning program, which connects course curricula with local and global social issues through service experiences in the community. Our emphasis is on organizations that work for social change.

4. The development of leadership skills through our weekly advisory program, which encourages students to mentor, reflect on their experiences, set short- and long-term goals, and create personal portfolios that track academic and artistic growth.

In March 2017, the FALA Governing board and FALA administration asked students, administrative staff, teachers, alumni, and community members for their input in the form of a FALA Values Survey with emphasis on current opportunities and challenges at FALA. Questions included: 1) In what specific area(s) does FALA particularly excel? 2) In what three ways does (or has) FALA benefit(ed) you personally? 3) What three values do you believe represents FALA the most? 4) If you could use one word to describe what FALA means to you, what would it be? 5) What specific need(s) does FALA meet in our Flagstaff community? A thorough analysis was completed by Drs. Laura Umphrey and Sharon Gorman and major themes were identified.

The 2017-2020 Strategic Plan is based on the analysis of the FALA Values Survey and from input by staff, faculty, and administration at an in-service meeting in August 2017. The strategic planning committee also reviewed and built upon prior FALA strategic plans. Throughout this strategic plan, quotes from the survey results are included to show a range of first-hand experiences at FALA.

We at FALA remain committed to our mission of providing our students with the rigorous, high quality comprehensive education that they deserve. Focusing on growth and proficiency is already a cornerstone of what we do here, and we will continue to strive for excellence from our students, teachers, staff, administration and families.



**Larry E. Wallen**  
Executive Director

---

**Acceptance and development  
of the whole, authentic student,  
acceptance of students with  
differences.**

---

## Establishment of 2017-2020 Strategic Plan Goals

Following a review of the prior strategic plan, school performance in light of the plan, and an environmental assessment through surveys, the FALA school board is proposing the following goals as priorities:



- (1) **ECONOMIC STABILITY:** Strengthen the economic stability of the school.
- (2) **GROWTH:** Expand the school in terms of enrollment and space to create an ideal campus for learning, growth, artistic and academic achievement for students.
- (3) **EMPLOYMENT STABILITY:** Create long term stability for staff and faculty through a variety of measures that creates consistency, brings value to teachers and students, and provides opportunities for professional development.
- (4) **COMMUNITY ENGAGEMENT:** Improve community engagement and perception, inclusive of both the FALA family and Flagstaff community.



- (5) **CURRICULUM:** Enhance curriculum, including extra-curricular activities and other programs, to create a more valuable and enriching experience for students.

For each of these sections, the plan establishes high level goals, objectives and metrics.

---

**F**ALA's inclusive model allows for all type of young people to experience challenging issues through a collaborative artistic venue.

---

**Mission Statement:** Our mission is to provide a transformative educational experience by developing leadership and cultivating academic excellence in the arts, sciences and humanities. Our nurturing educational community supports the individual growth of each student.

**Our Principles & Purpose Fine and Performing Arts:** Learning about artistic forms, history, techniques, art critique, and artists in a variety of artistic disciplines supports self-expression and creativity. The breadth and depth of art courses at FALA guide students to follow their own artistic passions. FALA graduates value and practice art for the rest of their lives and are prepared to pursue advanced studies in artistic disciplines.



**College Preparatory:** Participating in sequences of rigorous and thought-provoking courses cultivates vital skill development. All FALA courses incorporate written, oral, and artistic forms of communication and critical inquiry, along with building increased knowledge and understanding. The liberal arts focused education at FALA supports the success of

our graduates in college and university settings.

---

**Open minded faculty and staff who allow the students to grow and find themselves.**

---

**Leadership:** Translating understanding into action in one's daily life and in the community is how FALA defines leadership. Community may include friends, family, peers, and local and global groups of people and organizations. The experiences at FALA, including an emphasis on

service learning, build confidence, understanding, empathy and communication, and empower students to be leaders in their lives and the world.

## Habits of Heart & Mind:



The FALA Habits of Heart and Mind are five values that guide our students through their time at FALA and beyond. Students embrace and embody these values not only in the classroom, but through performances, community service, creative projects and personal interactions. Faculty and staff use these values as a foundation for their educational decisions and practices.

### Common Good.

- ★ Building a functional community by evaluating the impact of individual actions on the rest of the group and making decisions accordingly.

### Connection & Collaboration.

- ★ Working with diverse concepts, techniques, objects and people to further meaningful intellectual and artistic understandings.

### Investment.

- ★ Demonstrating a commitment to education and learning by taking responsibility for personal success and making significant contributions to FALA.



### Creativity.

- ★ Pushing the boundaries of accepted understandings and ideas by making innovative interpretations, connections, creations, and productions.

### Critical Inquiry.

- ★ Seeking out, analyzing, and synthesizing different perspectives and allowing those perspectives to change individual understandings, thought processes, and actions.

---

**C**reativity and leadership in  
classes

---

## FALA Accolades & Accomplishments:

US News & World Report Top 10 School in the State of Arizona (2017-2018).



- ★ FALA was awarded a Gold Medal; the highest honor given by US News & World Report. In addition, FALA was ranked the #10 in High Schools in the State of Arizona.

FALA graduates go on to some of our nation's most prestigious colleges.

- ★ FALA students have been accepted and have attended colleges including Academy of Art University, Arizona State University, Brigham Young University, Colgate University, Dartmouth, Embry Riddle Aeronautical University, Fort Lewis College, Hampshire College, Harvard University, Hobart and William Smith Colleges, Manhattan School of Music, Middlebury College, New York University, Northern Arizona University, Pennsylvania State University, Santa Clara University, Sarah Lawrence, Skidmore College, Smith College, University of Arizona, Williams College, Yale University.

FALA students have raised money for charitable organizations.

- ★ Raised over \$35,000 for hunger fighting organizations with the Empty Bowls Benefit.
- ★ Raised over \$10,000 for Girls Education with our Chairs for Change Event.
- ★ Raised over \$8,000 for homelessness with our Box City Project.
- ★ Made over 400 pieces of Love Luggage for Foster Care Children.
- ★ Have donated over 100,000+ service hours in the community, both locally and globally.
- ★ Have completed over 1,000 hours in humanitarian aid work.



FALA students and faculty have won awards.

- ★ 2013 Viola Award for Outstanding Art Organization and Outstanding Arts Educator, Janeece Henes; 2016 Viola Award for Outstanding Arts Educator, Michael Levin
- ★ FALA has been nominated every year for the Viola Awards in a variety of categories.

FALA promotes and achieves strong academic success.

- ★ Over 1/3 of all eligible students take AP classes; clearly demonstrating academic rigor and evidence that our students are ready for college and the challenges beyond.

## Strategic Goals

### Goal #1: Strengthen the economic stability of the school.

Increase organization fundraising for projects and school programs & activities supported by a long-term financial plan.

- ★ There needs to be a stronger focus on fundraising if FALA is going to thrive. These efforts may include creating a FALA Foundation, establishing a grant-writing team, community fundraising and establishing business and community partnerships.

Improve accountability of payments of fees by parents for activities.

- ★ In the past, FALA has encountered difficulties in collecting student fees. This year FALA will begin implementing Board adopted policy that requires the payment of fees.

Consider options to pay down and/or refinance current loans.

- ★ FALA has some significant financial burden in the form of loans. The finance committee should explore options and opportunities that present themselves to enhance FALA's financial standing.

Develop a plan for potential summer arts programs (e.g., CampFALA)

- ★ Currently there appears to be interest among faculty to start a summer arts program for elementary and middle school children. This could serve to provide additional pay to those faculty running the program and might attract future camp participants to FALA for middle and high school.



Conduct an internal review of teachers' salaries as a way to encourage employment continuation and build teachers' long-term commitment.

- ★ When teachers enjoy their work and are compensated fairly, the students directly benefit. The goal is to provide faculty with opportunities to obtain teacher certifications, professional development opportunities, and help them make quantifiable progress as educators.

---

Creativity, common good,  
connection and collaboration

---

## Goal #2: Expand the school in terms of enrollment and space to create an ideal campus for learning, growth, artistic and academic achievement for students.

Continue to attract and retain diverse students and families who are invested in FALA.

- ★ While enrollment for FALA is strong, some students will leave. To understand why students may transfer to other schools, we will examine the reasons students provide for leaving FALA to better understand how we may retain the current student body.



- ★ We also plan to expand on student recruitment efforts to attract students. These strategies will be available within our new Marketing Plan.

Identify and prioritize the must haves for what is needed in order to expand to 6th grade on existing campus.

- ★ In 2010-11, the Flagstaff Unified School District moved 6th grade to the middle school. In order to provide a smooth transition from elementary to middle school for Flagstaff children, FALA plans to offer 6th grade. This would eliminate the need for students to start 6th grade at another school between elementary and 7th grade.

Identify and prioritize the must-haves for the reasonable expansion or relocation of the current facility to improve current curricular and extracurricular program offerings at FALA.

- ★ FALA is located on 3401 N. Ft. Valley Road overlooking the San Francisco Peaks. FALA is in the process of analyzing the current use of space in order to determine the best course of action for expanding 6th grade and enhancing student learning.

Expand collaborations or partnerships with other Flagstaff community organizations to share spaces for performances and curriculum-related events.

- ★ Currently, FALA has two performance spaces on campus. The first is the dance studio and the second is the theater. These two spaces can accommodate a smaller audience. However, FALA would like to explore the possibility of partnering with other organizations in Flagstaff to potentially share space. Opportunities may include new partnerships with Northern Arizona University. In addition, other opportunities may include enhancing existing partnerships (e.g., MNA, Sinagua and Coconino Center for the Arts).

---

**P**ositively transformative

---

### **Goal #3: Create long term stability for administration, staff, and faculty through a variety of measures that creates consistency, brings value to teachers and students, and provides opportunities for professional development.**

Develop and implement a teacher appreciation program.

- ★ FALA has amazing, hard-working and dedicated teachers. Working with the Volunteer Corps and Student Council with the support of FALA Administration, ideas for showing that we care about teachers will be explored.



Work to retain administration to provide stability and oversee implementation goals of this strategic plan.

- ★ In the past, FALA has had issues retaining administration. Through support for our administration, we aim to provide a stable FALA administration that instills a sense of assurance and continuity with the FALA community.

Develop and implement a new teacher induction program, a formalized teacher evaluation program, a teacher effectiveness program, and a mentoring program. Expand professional development opportunities.

- ★ By supporting FALA teachers and providing them with teaching resources, professional development opportunities and mentoring support, FALA students will directly gain from this investment in teachers.

Promote stability of FALA's governing board.

- ★ In the past, the FALA governing board has experienced significant turnover. To help reduce this turnover, the Board will continue to participate in professional development and training by the Executive Director. An educated board should lead to greater retention.

Empower FALALAT to function as a leadership panel to steward of the vision and mission of FALA toward long-term stability.

- ★ FALALAT is made up of FALA teachers who are vested as FALA stewards and advocates for the sustainment of FALA and FALA's core values. In the spirit of a shared governance model, FALALAT acts as a sounding board for policy decisions, updates to procedures, and educational programming (curricula, experiential learning, service projects, and so forth), which impact the climate, culture, and short-term and long-term goals of FALA. By empowering FALALAT's functioning as a leadership collective, FALA is vested in teachers' input and the value that teachers' perspectives bring to this school.

## Goal #4: Improve community engagement and perception, inclusive of both the FALA family and Flagstaff community.

Establish consistent internal/external communication both within the FALA family and with outside constituents.

- ★ Best practices for internal communications with FALA families will be explored and implemented.

Develop a marketing and communications plan that is used as a tool for analysis.

- ★ An external marketing/communications plan will be developed in order to better understand how to present FALA to the public.

Cultivate and expand relationships with multiple arts/music/science organizations that can help promote the school and create opportunities for students outside the campus.

- ★ Through presentations at elementary schools, building collaborations with peer institutions and reaching out to community organizations, FALA will become more integrated within the Flagstaff community.

Seek external recognition of our school, students, faculty, and staff.

- ★ FALA reaches far in cultivating exceptional opportunities for students to shine. Recognition of these accomplishments should be communicated with the public beyond FALA. A clear dissemination of accomplishments should be regularly and consistently shared with the public.

---

**F**ALA provides our community with social service, excellent cultural events, as well as the opportunity for children who want an arts-rich and academically rigorous school experience.

---



## **Goal #5: Enhance curriculum, including extra-curricular activities and other programs, to create a more valuable and enriching experience for students.**

Develop and implement an evidence-driven instructional model to build transparency of process and to support programming and curriculum.

- ★ Training and supporting faculty in the use of instructional “best practices” will cultivate a successful learning environment. Instructional practices include curriculum design, identifiable benchmarks within the curriculum, lesson planning, re-teaching and mentorship offerings, alignment with state standards, and demonstration of student proficiency.

Enhance and grow FALA’s special education program.

- ★ To help **all** students succeed and thrive at FALA, FALA will design a least restrictive environment (LRE) approach within its Special Education Program. This approach gives students with disabilities the opportunity to be educated within the regular classroom, to the greatest extent possible and as appropriate for the success of each student.

Create an ongoing process to identify current levels of student achievement.

- ★ FALA offers a unique environment that goes beyond proficiency on state tests. However, to ensure proficiency, FALA will analyze trends in scores (PSAT, SAT, ACT, state test scores), identify gaps in the curriculum and create a plan to address them, and provide periodic evidence of progress in state examination pass rates, which impacts school grades.

In support of Citizenship and cultivating the Habits of Heart and Mind, evaluate and develop experiential learning programs, which include service-learning, internships, expeditionary learning field trips, etc.

- ★ A cornerstone of FALA is the experiential opportunities offered to students. FALA will continue to research and grow different programs for implementation consideration.

Enhance college and career readiness programs at FALA.

- ★ FALA will strive to prepare students for college and career choices after high school. To do this, dual enrollment and advanced placement opportunities will be further developed.
- ★ To prepare FALA students life after school, FALA will further develop and explore additional opportunities Career and Technical Education class options (as electives) in alignment with programs such as Coconino Associations for Vocations, Industry and Technology (CAVIAT).

Analyze the credit requirements and the impact it has on graduate requirements.

- ★ FALA currently requires students to take more credits to graduate compared to other high schools. Administration will analyze the impact of this discrepancy on transfer students and will explore ways to make transferring to FALA a more user-friendly and doable process.

## Priorities by Year

	2017-2018	2018-2019	2019-2020
<b>Goal #1: Economic Stability</b>	<ul style="list-style-type: none"> <li>Explore loan options to pay down or pay off high interest loans</li> <li>Implement accountability of student fees</li> <li>Explore fundraising options</li> <li>Implement Summer Arts program</li> </ul>	<ul style="list-style-type: none"> <li>Develop fundraising campaign</li> <li>Implement parts of fundraising campaign</li> <li>Conduct an internal review of teachers' salaries</li> </ul>	<ul style="list-style-type: none"> <li>Command resources to possibly form a FALA Foundation</li> </ul>
<b>Goal #2: School Expansion</b>	<ul style="list-style-type: none"> <li>Build plan to add 6th grade within existing campus</li> <li>Attract and retain diverse students</li> <li>Expand opportunities for community spaces for performances and curriculum-related events</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop and cultivate collaborations and partnerships</li> <li>Implement 6th grade</li> <li>Continue to attract and retain diverse students</li> </ul>	<ul style="list-style-type: none"> <li>Explore community opportunities for built performance space</li> <li>Explore a possible new campus location</li> <li>Evaluate 6th grade addition</li> </ul>
<b>Goal #3: Faculty &amp; Staff Retention</b>	<ul style="list-style-type: none"> <li>Support and empower FALALAT to advise and contribute to FALA's programmatic and policy directions</li> <li>Enhance and support effectiveness via professional development and mentoring program.</li> <li>Promote stability of FALA's governing board</li> <li>Promote stability of administration and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recruit and retain high quality teachers and paraprofessionals</li> <li>Continue to support and empower FALALAT to advise and contribute to FALA's programmatic and policy directions.</li> <li>Enhance and expand teacher appreciation program</li> </ul>	<ul style="list-style-type: none"> <li>Assess teacher appreciation program</li> <li>Assess teacher evaluation, effectiveness, professional development and mentoring program</li> </ul>
<b>Goal #4: Community Engagement</b>	<ul style="list-style-type: none"> <li>Strengthen internal communication</li> <li>Develop a marketing and communications plan</li> </ul>	<ul style="list-style-type: none"> <li>Implement marketing and communications plan</li> <li>Cultivate external relationships</li> <li>Seek external recognition</li> </ul>	<ul style="list-style-type: none"> <li>Continue to seek external recognition of our school</li> <li>Evaluate community engagement efforts</li> </ul>
<b>Goal #5: Enhance Curriculum</b>	<ul style="list-style-type: none"> <li>Develop and implement an evidence-driven instructional and teacher evaluation model that also reinforces and reflects FALA's habits of heart and mind.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance and grow FALA's special education program</li> <li>Enhance process to identify student achievement</li> <li>Analyze credit requirements for transfer students</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate experiential learning programs (service-learning, internships, etc.)</li> <li>Further develop college readiness and Career &amp; Technical Education classes</li> </ul>

Image Credits: <http://flagarts.com/>

**Application for Appeal of A-F Letter Grade**

Please email this completed form as an attachment and attach any supporting evidence to [inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov) with "A-F Appeal" in the subject line by 5:00pm on the last Friday of the embargo period.

Date: \_\_\_\_\_

Name of Person Submitting This Form: \_\_\_\_\_

Job Title: \_\_\_\_\_

Contact Email (Must Be Associated with School/Entity ID):  
\_\_\_\_\_

Work Phone: \_\_\_\_\_

Alternate Phone: \_\_\_\_\_

Name of School: \_\_\_\_\_

School Entity ID (Not CTDS): \_\_\_\_\_

LEA Name: \_\_\_\_\_

2014 -2015 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

2015-2016 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

2016-2017 AzMERIT Scores:

- English Language Arts: \_\_\_\_\_
- Mathematics: \_\_\_\_\_

Type of Appeal – Please Choose One:

- NON EXPEDITED REVIEW       EXPEDITED REVIEW

(Non-expedited review involves paper documents, and in-person presentation.  
Expedited review involves paper documents only)

Final Letter Grade Request – Please Identify: \_\_\_\_\_

Check the following mitigating factors as appropriate, which may be discussed more fully below:

- Environmental Issues or Events  
 Adverse Testing Conditions  
 School or Community Emergency  
 School Tragedy  
 Other: \_\_\_\_\_

Were the items above, which may be discussed more fully below?

- Unrelated to school/student performance  
 Outside the school's control  
 Timing reasonably related to student performance  
 Substantial cause of overall school performance

Did the school take reasonable steps to minimize the situation's impact on assessment outcomes? Discuss more fully below.

- Yes  
 No  
 The opportunity did not exist for the school/LEA to minimize impact on students.

Please explain reasoning for appeal using NO personally identifiable student information (SAIS ID numbers only may be used). Please include longitudinal data related to school performance and longitudinal data related to student performance, documentation relevant to school improvement plan and/or any other official documentation in support of appeal if applicable and relevant.

---

---





October 6, 2017

Appeals Committee  
Arizona State Board of Education  
1700 W. Washington Street  
Executive Tower, Suite 300  
Phoenix, Az 85007

Dear Committee,

Please consider this appeal of the final letter grades based on the following mitigating factors. The following is a summary of the mitigating factors regarding FALA letter grades:

1. FALA received notice of the A-F letter grades. FALA grades 9-12 received a letter grade of C.
2. Upon preliminary review of the A-F letter grade website, we discovered that 10th grade ELA results were not included in the accountability calculations.
3. Attached is a file "2017-10-14 \_ DATA \_ FALA - 10th grade ELA Scores" (ADE Static). This file shows the 10th grade ELA scores. Note that the SASID number is used. There are ELA scores attached to the SASID.
4. Attached is a file "2017-10-14 \_ DATA \_ FALA - 10th grade ELA scores.xls." This file shows the test scores for ELA. The SASID number is not used, instead there is a ID number from our SIS system.
5. Based on this discovery, we checked the AZMerit Corrections portal in ADEConnect. Note the file attached, "Screen Shot 2017-10-05 at 12:00:27 PM." The AZMerit Corrections portal did not identify the mismatch between the ID numbers and the student names. This would alert FALA to the mismatch. Did not happen.
6. I contacted ADE for assistance. The attached file "2017-10-04 \_ Email ADE Response" is the response I received. ADE confirmed the 10th grade ELA scores were left out of the A-F Grade. The scores are in AzMerit but not in the ADEConnect nor the Static File. ADE also confirmed that the Math scores were missing. ADE noted that the scores existed in TIDE/ORS but were not attached to the correct SAISID. The Math scores exist. ADE pointed back to FALA with "could have" corrections. FALA did not know there was a mismatch. Further, ADE confirmed in the email that "we could have made corrections on our side if it came to that."
7. Please note this screen shot of the AZMerit Corrections instructions. "Screen Shot 2017-10-05 @ 7:28:15 pm. The AZMerit Corrections instructions read in part, "The

AZMERIT test records listed below have not been imported due to errors in matching test record student data to state student data system.” The AZMERIT Corrections failed to identify the mismatch between the test record ID and the state data system ID. No alert was issued on the mismatch.

Based on this discovery, we are submitting this appeal of the Final Letter grade for 9-12. We relied on the AzMerit Corrections portal to alert FALA to data issues as described in the AzMerit Corrections portal. We could not make the required corrections because the portal did not alert us to the mismatch between ID numbers and names.

Based on this information, we believe the appeal should be granted. The documentation demonstrates that the mismatch is outside of our control. The mismatch resulted in the 10th grade ELA and Math scores being excluded from the A-F calculations. There was no opportunity nor expertise at FALA to make the necessary corrections. As noted in the ADE email, they have the expertise to make the corrections.

Thank you for consideration of the appeal. The event's are outside of our control.

Respectfully,

//Larry E. Wallen//

Larry E. Wallen,  
Executive Director

**Fiscal Year**

**District**

**School**

ng 0 to 0 of 0 entries **Show**  **entries**

[First](#) [Previous](#) [Next](#) [Last](#)

District ID	District Name	School ID	School Name	Season	Grade	Last Name	First Name	SAISID	Birth Date	Proficiency	Total Scale Score
-------------	---------------	-----------	-------------	--------	-------	-----------	------------	--------	------------	-------------	-------------------

There are no student records to correct at this time.

ng 0 to 0 of 0 entries **Show**  **entries**

[First](#) [Previous](#) [Next](#) [Last](#)



Wallen, Larry &lt;lwallen@flagarts.com&gt;

---

## ELA Grade 10 Question

5 messages

---

**Drake, Caitlin** <Caitlin.Drake@azed.gov>  
To: "lwallen@flagarts.com" <lwallen@flagarts.com>

Wed, Oct 4, 2017 at 2:37 PM

Good Afternoon,

I wanted to send you an email so you have a copy of what we verified in our research of your inquiry but I'd be happy to talk to you over the phone as well.

You stated that 10th Grade ELA scores were left out of their A-F Grade and we confirmed we see the same thing in the letter grade summary. We did see scores in AzMERIT Portal but not in the ADEConnect nor the Static File. While the students show up, they do not have scores associated with their SAISID.

We pulled the 2017 Static File and could see there were no scores for 10th graders in **ELA nor Math** (the ELA 10 is more apparent when you view your letter grade because it is completely blank). We then pulled the Student Test Data on our end and saw there were no test records for ELA Grade 10 but there are scores for English Language Arts for 10th graders. There are also no test records for mathematics grade 10. Working with our Assessments folks, we were able to see that scores existed in TIDE/ORS but not attached to the correct SAISID. This is the most important piece because you would still see scores for your students but they were never matched up correctly in order for them to show in the static file or for accountability purposes. When someone at your school uploaded (with AIR) your 10th graders, they did not attach a SAISID; they attached some other type of ID. This impacted, in the A-F System, both ELA and Mathematics for every 10th grader that has the incorrect SAISID in TIDE/ORS.

This is part of the process of data verification over the summer using the static file. Someone at your school should have checked the Static File prior to July 14<sup>th</sup> and they would have found this error. Let me know if you have any questions.

Thank You,

**Caitlin Drake**

**Program Project Specialist II**

**Accountability & Research**

**Arizona Department of Education**

**Phone: 602-542-5151**

**Your feedback is important to us. Please use this [link](#) to tell us how we're doing!**

**Wallen, Larry** <lwallen@flagarts.com>  
To: Andrew Wallen <lwallen@graymatter-llc.com>

Thu, Oct 5, 2017 at 7:02 AM

Here is the response.

-  
Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

IMPORTANT/CONFIDENTIAL: This message from Flagstaff Arts and Leadership Academy is intended only for the use of the addressees shown above. It contains information that may be privileged, confidential and/or exempt from disclosure under applicable law. If you are not the intended recipient of this message, you are hereby notified that the copying, use or distribution of any information or materials transmitted in or with this message is strictly prohibited. If you received this message by mistake, please immediately email or call us at [928\) 779-7223](tel:928-779-7223) and delete/destroy the original message.

[Quoted text hidden]

**Wallen, Larry** <lwallen@flagarts.com>  
To: "Drake, Caitlin" <Caitlin.Drake@azed.gov>

Thu, Oct 5, 2017 at 12:04 PM

The attached screen shot shows that the error did not appear in the AZMerit corrections. I do recall correcting two names. There is a glitch in the system. How am I to correct the data when the error did not show during the data verification process?

Fiscal Year: 2017  
 District: - All Districts -  
 School: - All Schools -

Show 10 entries

District ID	District Name	School ID	School Name	Season	Grade	Last Name	First Name	SAISID	Birth Date	Proficiency	Total Scale Score
There are no student records to correct at this time.											

Show 10 entries

-  
Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

IMPORTANT/CONFIDENTIAL: This message from Flagstaff Arts and Leadership Academy is intended only for the use of the addressees shown above. It contains information that may be privileged, confidential and/or exempt from disclosure under applicable law. If you are not the intended recipient of this message, you are hereby notified that the copying, use or distribution of any information or materials transmitted in or with this message is strictly prohibited. If you received this message by mistake, please immediately email or call us at [928\) 779-7223](tel:928-779-7223) and delete/destroy the original message.

[Quoted text hidden]

**Drake, Caitlin** <Caitlin.Drake@azed.gov>  
To: "Wallen, Larry" <lwallen@flagarts.com>

Thu, Oct 5, 2017 at 12:18 PM

Good Afternoon,

Even if the students didn't show up in your corrections application, the static file would have reflected that your tenth graders were not showing up. That's the window you could have put in an inquiry and made any corrections if need be (or we could have made corrections on our side if it came to that). The corrections application is only one piece of the data verification process.

Have a Great Day,

**Caitlin Drake**

**Program Project Specialist II**

**Accountability & Research**

**Arizona Department of Education**

**Phone: 602-542-5151**

**Your feedback is important to us. Please use this [link](#) to tell us how we're doing!**

**From:** Wallen, Larry [mailto:[lwallen@flagarts.com](mailto:lwallen@flagarts.com)]  
**Sent:** Thursday, October 05, 2017 12:05 PM  
**To:** Drake, Caitlin <[Caitlin.Drake@azed.gov](mailto:Caitlin.Drake@azed.gov)>  
**Subject:** Re: ELA Grade 10 Question

[Quoted text hidden]

\*\*\*\* This email came from an Educator at Flagstaff Arts and Leadership Academy\*\*\*\*

NOTICE:

This e-mail (and any attachments) may contain PRIVILEGED OR CONFIDENTIAL information and is intended only for the use of the specific individual(s) to whom it is addressed. If you have received this e-mail in error, please immediately notify the person named above by reply e-mail, and then delete the original e-mail. Although this e-mail and any attachments are believed to be free of any virus or other defect that might affect any computer system into which it is received and opened, it is the responsibility of the recipient to ensure that it is virus free and no responsibility is accepted by Flagstaff Arts and Leadership Academy for any loss or damage arising in any way from its use.

---

**Wallen, Larry** <[lwallen@flagarts.com](mailto:lwallen@flagarts.com)>  
To: Andrew Wallen <[lawallen@graymatter-llc.com](mailto:lawallen@graymatter-llc.com)>

Thu, Oct 5, 2017 at 12:34 PM

The response.

-

Larry E. Wallen | Executive Director  
Flagstaff Arts and Leadership Academy  
3401 N Fort Valley Road  
Flagstaff, AZ 86001  
[928-779-7223](tel:928-779-7223)

**IMPORTANT/CONFIDENTIAL:** This message from Flagstaff Arts and Leadership Academy is intended only for the use of the addressees shown above. It contains information that may be privileged, confidential and/or exempt from disclosure under applicable law. If you are not the intended recipient of this message, you are hereby notified that the copying, use or distribution of any information or materials transmitted in or with this message is strictly prohibited. If you received this message by mistake, please immediately email or call us at [928\) 779-7223](tel:928-779-7223) and delete/destroy the original message.

----- Forwarded message -----

From: **Drake, Caitlin** <Caitlin.Drake@azed.gov>

[Quoted text hidden]

## AzMERIT Corrections

The AzMERIT test records listed below have not been imported due to errors in matching test record student data to state student data system. The student's SAIS ID, first name, last name, and date of birth on the AzMERIT test record must exactly match the student's demographics in the state data system. The students listed below have a mismatch in one or more of these fields. Please compare the information shown below to the information in the state student data system to determine the source of the mismatch. If the state student data system need to be updated, make the correction through a district data upload to the state student data system. If the mismatch is on the student information as reported on the AzMERIT test, follow the instruction below for making corrections

- Select Fiscal Year
- Select a school name from the School dropdown filter, if filtering by school is desired.



Arizona State Board of Education

1700 W. Washington Street  
Executive Tower, Suite 300  
Phoenix, Arizona 85007  
(602) 542-5057  
FAX (602) 542-3046  
<https://azsbe.az.gov/>  
[inbox@azsbe.az.gov](mailto:inbox@azsbe.az.gov)

February 23, 2018

Flagstaff Arts and Leadership Academy

Executive Director Wallen,

Per your data and coding validation submission for Flagstaff Arts and Leadership Academy, please see the findings listed below:

Assessment records were resolved. They will be included in the next release of letter grades.

Please contact [Achieve@azed.gov](mailto:Achieve@azed.gov) if additional information or action is needed regarding individual students.

Please contact our office if you have questions regarding this letter.

Respectfully,

A handwritten signature in blue ink, appearing to read "Alicia Williams".

Alicia Williams  
Executive Director  
Arizona State Board of Education

---

*Board Members:* **President: Luke Narducci**    **Vice President: Dr. Daniel Corr**  
**Superintendent of Public Instruction: Diane Douglas**  
**Calvin Baker**                      **Christine Burton**                      **Dr. Rita H. Cheng**  
**Janice Mak**    **Jared Taylor**                      **Jill Broussard**  
**Michele Kaye**    **Patricia Welborn**  
*Executive Director: Alicia Williams*