

AGENDA ITEM: Request to Expand Charter School Operations—GAR, LLC

Issue

GAR, LLC (GAR) did not meet the Board’s academic performance expectations for FY 2014, and was required to submit internal benchmarking data for FY2015 and FY 2016 with its expansion request. GAR submitted an Enrollment Cap (ECAP) Notification Request to increase its enrollment cap from 250 to 1000.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narrative (presented in Appendix: A. Notification Request Materials), GAR plans to expand its student population to 1000 students: 540 of which will be housed at the brick-and-mortar schools in Tempe and Peoria (with some Dropout Recovery students using the campus resources) and 460 students working off-campus under mentor supervision in the Dropout Recovery program operated by GAR.

Supporting Information

The Charter Holder submitted floor plans for the Tempe Campus showing capacity of 90 students per session with three sessions per day. Additionally, the Charter Holder demonstrated that the Peoria Campus also has a capacity of 90 students per session, also with three sessions per day.

I. Background

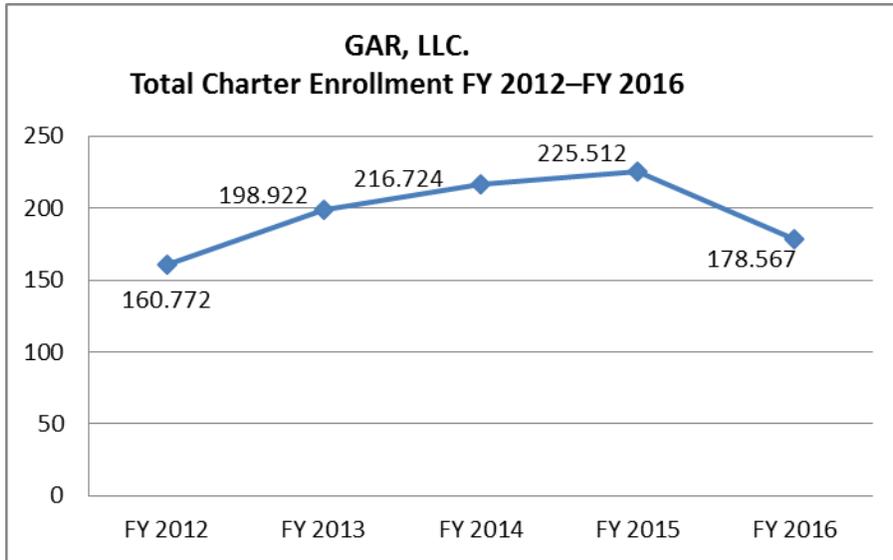
GAR was granted a charter in 2000, which is currently approved for grades 9–12. GAR operates two schools. See table below.

School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Student Choice High School (79022)	August 2002	Tempe	9–12	114.559	180
Student Choice High School (90737)	August 2011	Peoria	9–12	64.008	180

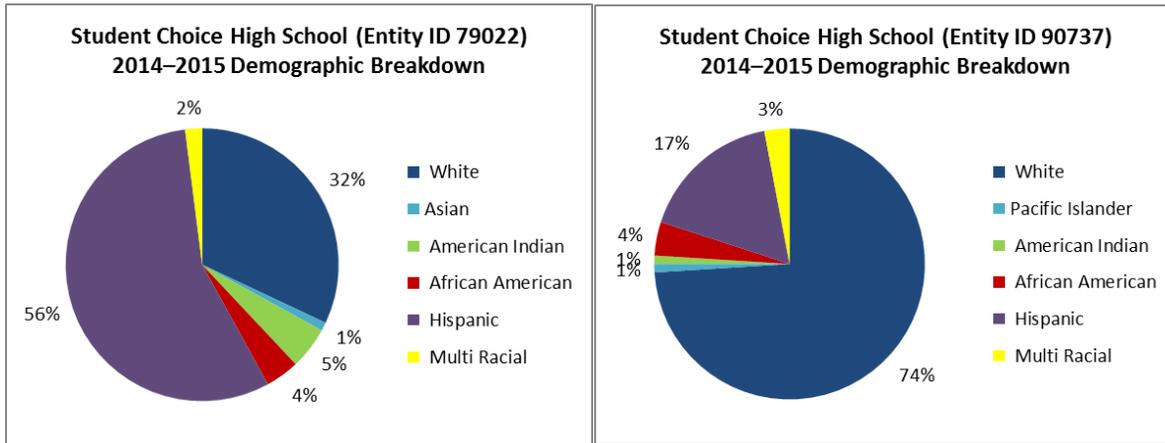
Mission Statement for GAR: “The mission of the Student Choice High School with a curriculum and instructional program that meets the educational needs of at-risk students on an individual basis, is to utilize public funds to provide and promote meaningful learning experiences. In a caring manner we will remove the ‘risk’ and prepare our students to be effective, responsible, self-reliant citizens who strive to lead a successful life beyond a high school diploma.”

The enrollment cap for GAR is 250. The graph on the next page shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.





The demographic data for GAR from the 2014–2015 school year is represented in the charts below.¹



The percentage of students served by GAR in the 2014–2015 school year who are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.²

School Name	FRL	ELL	Students with Disabilities
Student Choice High School (79022)	*	*	9
Student Choice High School (90737)	1	*	20

¹ Information provided by the Research and Evaluation Division of the ADE.

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Student Choice High School (79022) and Student Choice High School (90737) for fiscal years 2012–2014, as based on the Board’s academic framework, is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Student Choice High School (79022)	August 2002	9–12	55/D-ALT	73.75/C-ALT	66.25/C-ALT
Student Choice High School (90737)	August 2011	9–12	NR/A-ALT	73.75/D-ALT	53.75/D-ALT

Due to the absence of Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by GAR. (Refer to Section IV. Of this staff report titled “Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data”)

III. Additional School Choices

Student Choice High School (79022) received a letter grade of C-ALT and an overall rating of Meets the Board’s academic performance standard for FY 2014. The school site is located in Tempe near the intersection of N. Scottsdale Rd. and E. McKellips St. The following information identifies additional schools within a five mile radius of the proposed school’s location and the academic performance of those schools.

There are six alternative schools serving grades 9–12 within a five mile radius of Student Choice High School (79022). The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Student Choice High School (Entity ID 79022)			
Letter Grade	Within 5 miles	Charter Schools	Meets Board’s Standard
B-ALT	1	1	1
C-ALT	3	2	0
D-ALT	2	2	0

Student Choice High School (90737) received a letter grade of D-ALT and an overall rating of Does Not Meet the Board’s academic performance standard for FY 2014. The school site is located in Peoria near



the intersection of W. Deer Valley Rd. and N. 83rd Ave. There are no alternative schools serving grades 9–12 within a five mile radius of Student Choice High School (90737).

IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data

GAR was required to submit internal benchmarking data for FY 2015 and FY 2016 with the notification request because a school operated by the Charter Holder, Student Choice High School (90737), did not meet the academic standard set forth by the Board.

GAR submitted internal benchmarking data for FY 2015 and FY 2016 with the ECAP request. Staff conducted a desk audit to review the internal benchmarking data submitted to be considered in conjunction with the ECAP request.

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 6 out of the 7 measures required by the Board.

Based on the findings summarized above and described in Appendix D. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

V. Board Options

Board Options—Enrollment Cap Notification Request

Option 1: The Board may approve the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of GAR, LLC. from 250 to 1000 students.

Option 2: The Board may deny the request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap for the charter contract of GAR, LLC. from 250 to 1000 students, for the reason(s) that: (Board member may specify additional reasons the Board found during its consideration.)



APPENDIX A

NOTIFICATION REQUEST MATERIALS

Student Choice High School
8253 W Thunderbird Rd Suite 105
Peoria, AZ 85381

PUBLIC HEARING & BOARD MEETING AGENDA

February 12, 2016

2:00 PM

- I. Call to Order
Scott Meehan called the meeting to order
- II. Roll call
Peggy Lynam, Shawna Lopez, Scott Meehan were present via conference call and Scott Lopez was present.
- III. Call to the public.
- IV. Request for an Enrollment Cap Increase from 250 to 1,000 was submitted by Scott Meehan with subsequent discussion.
- V. Motion for approval of the proposed Enrollment Cap Increase was made by Shawna Lopez, seconded by Scott Lopez. Unanimous approval
- VI. New Business
No new business to be added to the agenda
- VII. Adjournment
Peggy Lynam moved for adjournment, seconded by Shawna Lopez. Unanimous approval

Enrollment Cap Notification Request

Submitted by

GAR LLC d.b.a Student Choice High School

GAR LLC, d.b.a. Student Choice High School (SCHS), is submitting an Enrollment Cap Notification Request to increase the number of students we may serve. We are requesting an increase from the current enrollment cap of 250 to a cap of 1000 to meet current and future needs. We intend to operate at the new Enrollment Cap level starting July 1, 2016.

Since opening SCHS in 2000 at a single site in Tempe, SCHS has not raised its Enrollment Cap from the original cap of 250. With the addition of a campus in Peoria in 2011 and a Dropout Recovery Program in 2013, SCHS is experiencing significant growth and to date has reached our maximum enrollment cap of 250. Our facilities currently have capacity to accommodate an additional 290 students and our DRP program is supported through utilization of learning centers and students working online.

Eligibility The Tempe campus meets the eligibility requirements with a “Meets” for each of the two past academic years. The Peoria campus was rated a “Meets” for 2013 and a “Does Not Meet” for 2014 which makes SCHS eligible to submit an expansion request with Required Information as defined in the Academic Intervention Schedule for the current fiscal year. However, we are in compliance with the ASBCS under the Heightened Monitoring Process and are confident we meet the Board’s requirements. We have worked diligently in all areas of our schools and are excited to share the positive changes we are making.

Operational Compliance

- GAR LLC is in compliance with the timely submittal of the annual audit and is not subject to 10% withholding of funds.
- GAR LLC is in “good standing” with the Arizona Corporation Commission.
- GAR LLC does not have a repeat corrective action plan from the most recent annual audit
- GAR LLC has received notification from the Board the current fiscal year audit has been accepted.
- GAR LLC is “Compliant” on all grants by ADE Grants Management
- GAR LLC is not a Title 1 School and therefore the requirements of No Child Left Behind are not applicable.
- GAR LLC does not participate in the Arizona State Retirement System.

Board Minutes Board minutes approving the Enrollment Cap Notification Request are provided as an attachment.

Narrative Student Choice High School is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medial issues, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a “work at your own pace” program which gives the student additional time to complete classes, if needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our students enroll throughout the school year.

Estimated Number of Students per Grade – Enrollment Cap 1,000

9th Grade	10th Grade	11th Grade	12th Grade
25	75	400	500

2 Year Estimated Projection of Students - Brick & Mortar vs DRP

Tempe Campus	Peoria Campus	DRP
270*	270*	460

*Student Population could include DRP students utilizing Campus Resources. Other DRP students will be students working assignments off campus under Mentor guidance and supervision.

Timeline

SCHS believes that we will approach the requested enrollment capacity of well over one thousand students during the 2018 school year giving us two years before we will need to request another Enrollment Cap increase. The “At-Risk” and “Dropout” student population in Phoenix is one of the highest in the Nation and continues to grow. The SCHS educational program is an extremely viable option for many of these students which will drive our enrollment growth.

Capacity

Over the past four years, SCHS has made significant investments in providing the latest upgrades of the A+ software suites, purchase and implementation

of Galileo Technology assessments and has incorporated a curriculum review policy to help gauge the effectiveness of our curriculum. Perhaps our biggest strength comes from hiring two multi-degreed and District-level administrators who have over forty years of combined experience in the Arizona education systems. Both of these education professionals bring a wealth of knowledge to SCHS, one as a former SPED Director and the other as a District Level Alternative School Administrator. SCHS has enhanced the professional development program including adding supplemental In-Service days throughout the year, as well as, proper educational coaching, mentoring and evaluations. We have made investments in facility improvements and in our technology infrastructure to support web-based delivery of educational programs. We have full-time staff that can absorb some of the growth but we also have part-time staff diligently waiting for an opportunity to join our organization full-time. SCHS is financially viable, has already invested in the infrastructure to accommodate growth, has verified market viability, and is financially capable of supporting enrollment growth.

The Tempe facility is 2,528 square feet and has a student capacity of 90 students per session and has operated in this location for over 15 years. With the option of operating 3 sessions per day, the total capacity for this facility is 270 students. There is no occupancy load number on the Certificate of Occupancy so a floor plan drawing is attached.

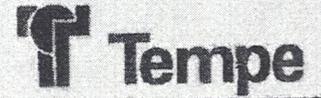
The Peoria facility is 1,800 square feet with the Certificate of Occupancy indicating a maximum occupancy of 90. With the option of operating 3 sessions per day, the total student capacity is 270 students.

Our technology infrastructure has been improved to allow us to handle virtually hundreds of concurrent users through increases in network throughput and use of professionally managed hosted services. This capability supports our brick and mortar schools, DRP learning centers, and DRP online students.

Tempe Campus

Certificate of Occupancy

City of Tempe
Development Services Dept
Building Safety Division
P.O. Box 5002
31 East Fifth Street
Tempe, Arizona 85280



Address of Building 1033 N SCOTTSDALE RD Suite No. _____

Note: Any change of use or occupancy must be approved by the Building Safety Division.

This certifies that so far as ascertained by or made known to the undersigned, the building at the above address complies with the applicable requirements of the Tempe City Code as to permitted uses for the following occupancies.

Date Issued:	<u>7-28-00</u>	Permit No.:	<u>EP001029</u>
Description:	<u>1</u> Story, Type	<u>III-N</u>	Occupancy <u>R-1</u>
Use:	<u>SCHOOL</u>	Sq. Ft.:	<u>2520</u>

Building Official

U.S.S. 309.05
Rev. 10/97

By Al Mowcay

Post in a conspicuous location

Tempe Campus

JAYCE & BREWER
Consulting



GENE PALMER
Director

DEPARTMENT OF FIRE, BUILDING AND LIFE SAFETY
1110 WEST WASHINGTON, SUITE 100
PHOENIX, ARIZONA 85007
(602) 364-1003
(602) 364-1052 FAX

ARIZONA STATE FIRE MARSHAL - Monday, July 08, 2013 10:16:15 AM (Dan Ierley)

Inspection Date	Monday, July 08, 2013	
OSFM Facility ID	10233	
Occupancy Classification	E	
Ownership	Private Property	
Property Usage	School	
School Type	High School	
Facility Name	STUDENT CHOICE HIGH SCHOOL	
Facility Address	1833 NORTH SCOTTSDALE RD	
City	TEMPE	
County	Maricopa	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.364.1003
DEPUTY FIRE MARSHAL:	Dan Ierley: 80	
Inspector Signature	[Signature]	

Phone	(602) 850-1719
Permit Inspection	No
Type of Inspection	Scheduled
Inspection	Periodic Fire Safety Inspection
Inspection Results	
1 Violation Type	Fire Extinguishers
Code	IFC 906.2 General requirements. Fire extinguishers shall be selected, installed and maintained in accordance with this section and NFPA 10.
Violation Type	Violation
Correction Time	This Hazzard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.
Comments	FIRE EXTINGUISHERS NOT MAINTAINED IN ACCORDANCE WITH NFPA 10
2 Violation Type	Alarm Systems

Code IFC 901.6 Inspection, testing and maintenance. Fire detection, alarm and extinguishing systems shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective.

Violation Type Violation

Correction Time This Hazzard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Comments FIRE ALARM IN TROUBLE MODE, REQUIRES MAINTAINENCE AND SERVICE

3 Violation Type Exit Issues

Code 1008.1.8 Door operations. Except as specifically permitted by this section egress doors shall be readily openable from the egress side without the use of a key or special knowledge or effort.

Violation Type Violation

Correction Time This Hazzard Is A Violation Of The State Fire Code, And Must Be Corrected Within Ten Working Days.

Comments OBSTRUCTION TO USE OF REAR EXIT DOOR

Tag Fail

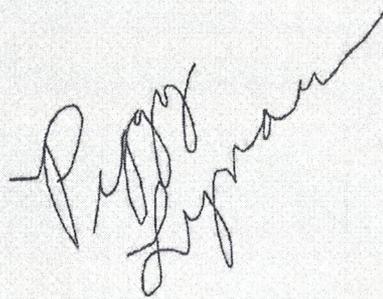
Inspection Time 1

Travel Time .5

Mileage From Office 12

Fire Code Compliance Status The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-34-1101 adopted pursuant to A.R.S. 41-2146. This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

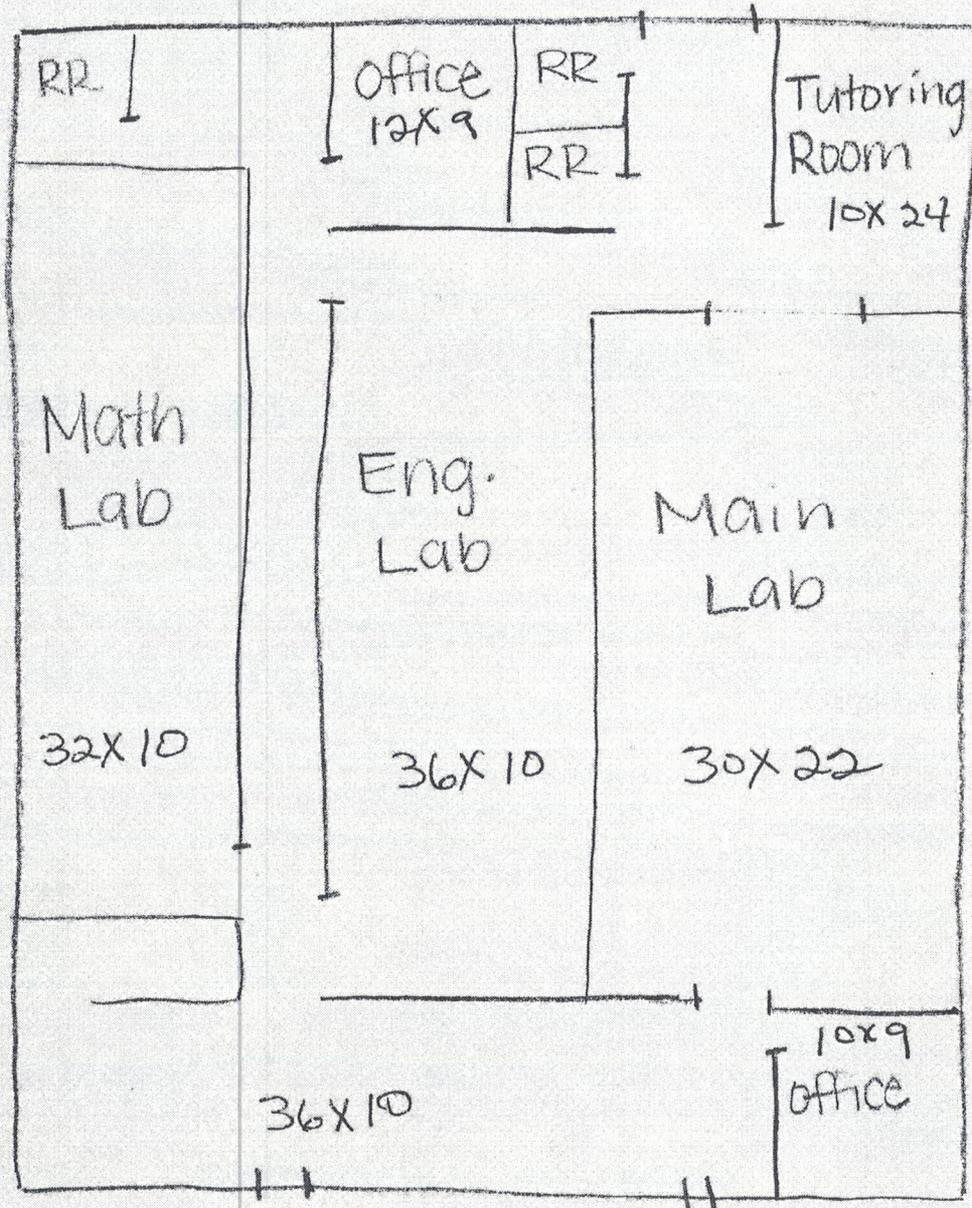
Report received by [Signature]



Send Email To: PEGGY.LYNAM@STUDENTCHOICEHIGH SCHOOL.COM

Date Monday, July 08, 2013

Tempe Campus Floor Plan



Peoria Campus

Certificate of Occupancy

Building Development Division

This Certificate issued pursuant to the requirements of the International Building Code, certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction for use. For the following:

Permit No: 1001613

Location: 8194 W DEER VALLEY RD 108

STUDENT CHOICE HIGH SCHOOL - STE #108 (T.I.)

Zoning: PAD

Parcel No: 200-07-672

Automatic Sprinklers: Yes

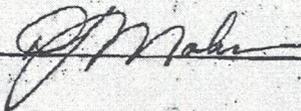
Construction Type: V-B Frame

Occupancy: E Educational

Occupancy Load: 90

Owner: DEER VALLEY MARKETPLACE LLC
P O BOX 14567
SCOTTSDALE, AZ 85267

Date: 06/08/2011



Dennis Marks, Building Official

NOTE: Section 5-21, Peoria City Code, provides that no building or structure shall be used or occupied, and no change in occupancy classification of a building or structure or portion thereof shall be made until the building official has issued a Certificate of Occupancy.

POST IN A CONSPICUOUS PLACE



PEORIA FIRE DEPARTMENT

8351 West Cinnabar Avenue
Peoria, Arizona 85345

Correction Notice

FILE

Date: June 2, 2011

Permit Number: 1001613

Project Name: Student Choice High School

Address: 8194 West Deer Valley Road

Suite Number: 108

Inspector: Michael Brune *MB*

Per the inspection conducted, corrective action is required for the following items:

#	Corrective Item
1	None
2	
3	
4	
5	
6	
7	
8	

Comments: Final building fire inspection approved and green tag issued. Fire extinguisher (new) is in place with signage and suite identification is in place. All construction has been completed.

- Re-Inspection Required
- No Corrections Required
- Inspection Passed

Copy Received by: _____

For Re-Inspection call: (623) 773-7220

Fax Line (623) 773-7295

On Line Comments: www.peoriaaz.gov/devcomments

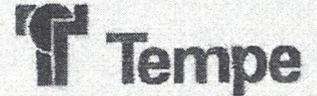
Page 1 of 1

Rev 1 - 5/2009

Tempe Campus

Certificate of Occupancy

City of Tempe
Development Services Dept
Building Safety Division
P.O. Box 5002
31 East Fifth Street
Tempe, Arizona 85280



Address of Building 1033 N SCOTTSDALE RD Suite No. _____

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Use:	<u>SCHOOL</u>	Sq. Ft.:	<u>2520</u>

Building Official

By Al Mancayo

B.S.S. 309.05
Rev. 10/97

Post in a conspicuous location

Arizona Corporation Commission

05/02/2014

State of Arizona Public Access System

11:03 AM

Corporate Status Inquiry

File Number: L-0952186-2

Corp. Name: GAR, LLC

This Limited Liability Company is in Good Standing

This information is provided as a courtesy and does not constitute legally binding information regarding the status of the entity listed above. To obtain an official Certificate indicating that the entity is in good standing click on Print Certificate and follow printing instructions. To re-print a previously generated Certificate of Good Standing click Reprint Certificate.

[Print Certificate](#)

[Reprint Certificate](#)

[Return to Corporate Inquiry](#)

APPENDIX B
ACADEMIC DASHBOARDS

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Student Choice High School

		2012 Alternative High School (9-12)			2013 Alternative High School (10 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	50	100	15	29.2	50	15	12	25	15
	Reading	0	25	15	100	100	15	33.3	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	7.7 / 19.2	25	15	14.3 / 20.2	50	15
	Reading	NR	0	0	58.3 / 52.6	75	15	45.5 / 50.1	50	15
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A-ALT	100	5	D-ALT	25	5	D-ALT	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	Met	75	15
4b. Academic Persistence		NR	0	0	94	100	35	86	75	20
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR			73.75			53.75		
		35			100			100		

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Student Choice High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	17	25	15	23.5	50	15	32.2	75	15
	Reading	14.5	25	15	65	100	15	26.7	25	15
2. Proficiency										
2a. Percent Passing	Math	12 / 19.6	50	15	20.8 / 19.3	75	10	20.6 / 20.3	75	15
	Reading	39 / 48.5	50	15	67.5 / 53.1	75	10	68.8 / 54.2	75	15
2b. Subgroup ELL	Math	NR	0	0	33.3 / 21.1	75	10	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability										
3a. State Accountability		D-ALT	25	5	C-ALT	50	5	C-ALT	50	5
4. Graduation										
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		92	100	20	86	75	20	81	75	20
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		55			73.75			66.25		

APPENDIX C
DATA SUBMISSION SPREADSHEET

Directions:

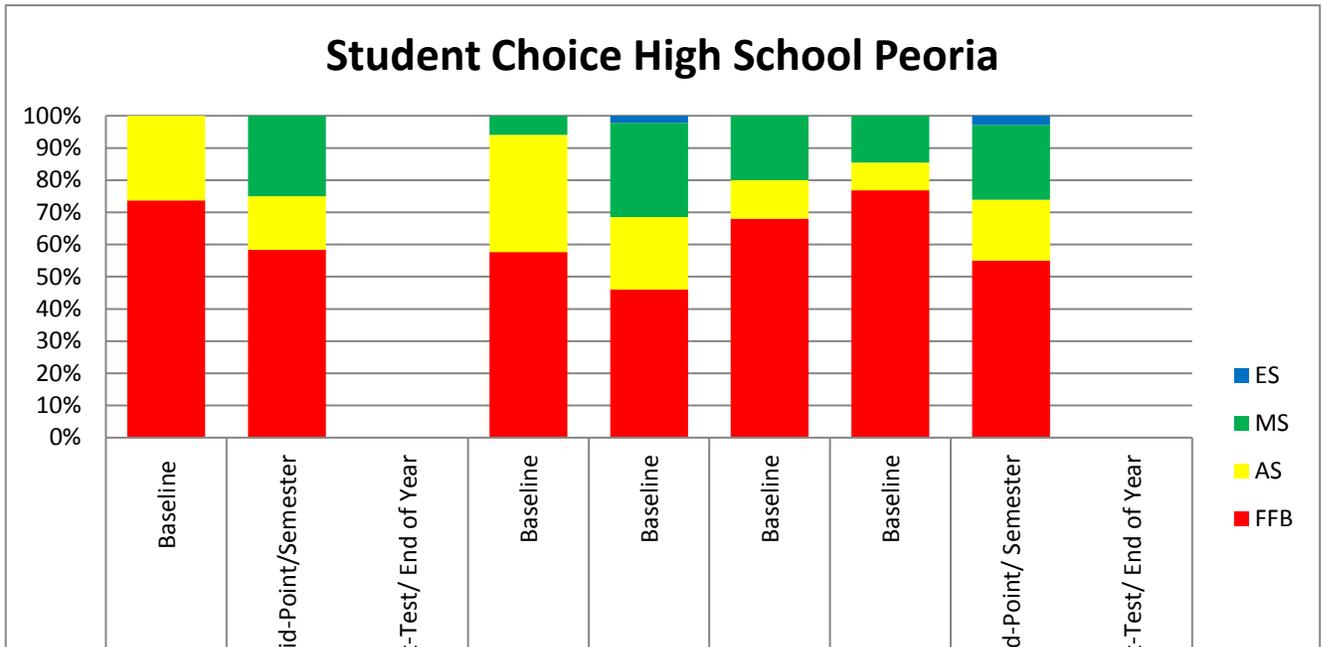
1. Move to the "School" spreadsheet. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-8, E2-8, F2-8, and G2-8).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup, as well as by grade level.
3. Save the entire spreadsheet into the Data folder of your flash drive or CD, using the Heightened Monitoring Submission Instructions.

School Wide Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
10/15/2016	Math - A+LS Placement Test	Baseline	29	18	31	1	79	41%
	Math - A+LS Course pre Assessment	Baseline	28	14	4	0	46	9%
	Math - Galileo Course pre test	Baseline	14	5	0	0	19	0%
3/15/2016	Math- Galileo Course post test (CBAS)	Mid-Point/Semester	42	12	18	0	72	25%
Post-Test/ End of Year						0	#DIV/0!	

3/15/2016	Reading - A+LS Placement Test	Baseline	49	31	5	0	85	6%
	Reading - A+LS Grade Level Course pre Assessment	Baseline	41	20	26	2	89	31%
	Writing (ELA)- Galileo Grade Level District Assessment	Baseline	34	6	10	0	50	20%
	Reading - Galileo Grade Level Course pre Assessment	Baseline	53	6	10	0	69	14%
	Writing (ELA)- Galileo Grade Level District Assessment (CBAS)	Mid-Point/ Semester	38	13	16	2	69	26%
Post-Test/ End of Year						0	#DIV/0!	

Math % Passing
 Change-S1 25%
Math % Passing
 Change-S2 #DIV/0!
Reading % Passing
 Change-S1 20%
Reading % Passing
 Change-S2 #DIV/0!



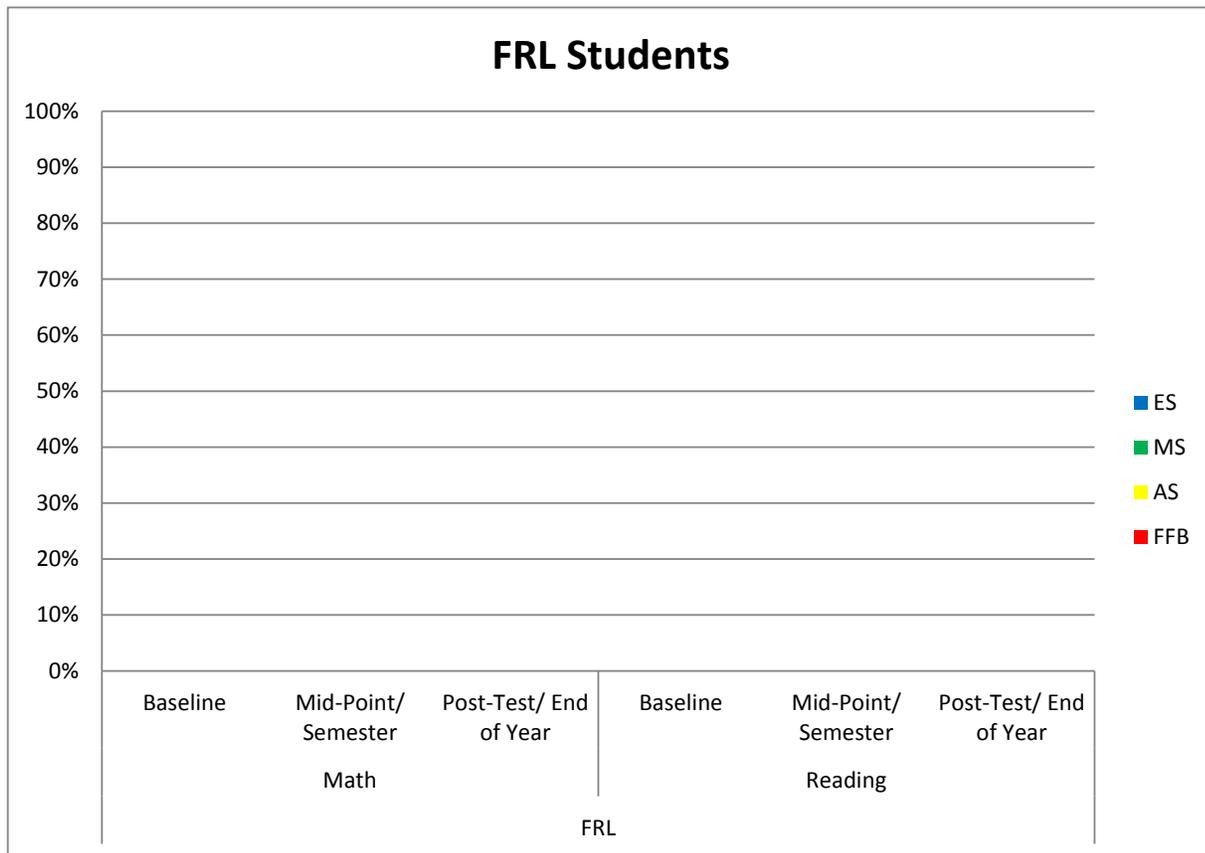
School Wide Math and Reading Proficiency

		Mi	Post				Mid	Post	
Math - Galileo	Math - Galileo	Course Reading	Course Reading	Math - Galileo	Assessment				
				3/15/2016			3/15/2016		

NOTES: School data includes all subgroups (which include students with special needs including both IEPs and 504s)

FRL Students' Math and Reading Proficiency

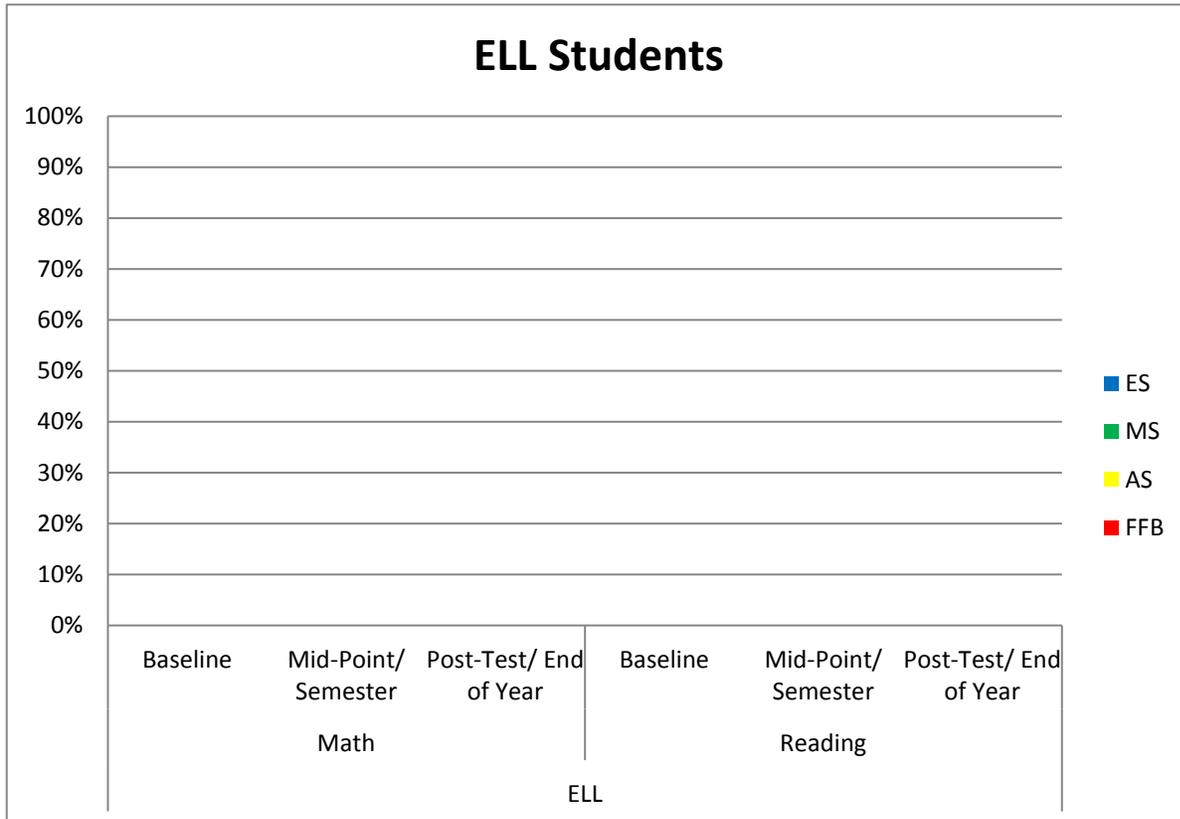
		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
FRL	<i>Math</i>	Baseline				0	#DIV/0!
		Mid-Point/ Semester				0	#DIV/0!
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline				0	#DIV/0!
		Mid-Point/ Semester				0	#DIV/0!
		Post-Test/ End of Year				0	#DIV/0!
		<i>Math % Passing</i>					
		<i>Change-S1</i>	#DIV/0!				
		<i>Math % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				
		<i>Reading % Passing</i>					
		<i>Change-S1</i>	#DIV/0!				
		<i>Reading % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				



Notes: Student Choice High School - Peoria does not participate due to 4 hours sessions w/ no lunch or breakfast served.

ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	<i>Math</i>	Baseline				0	#DIV/0!
		Mid-Point/ Semester				0	#DIV/0!
		Post-Test/ End of					
		Year				0	#DIV/0!
	<i>Reading</i>	Baseline				0	#DIV/0!
		Mid-Point/ Semester				0	#DIV/0!
		Post-Test/ End of					
		Year				0	#DIV/0!
		<i>Math % Passing</i>					
		<i>Change-S1</i>	#DIV/0!				
		<i>Math % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				
		<i>Reading % Passing</i>					
		<i>Change-S1</i>	#DIV/0!				
		<i>Reading % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				



Notes: 0 students are identified as ELL at the Peoria Campus

Students with Disabilities' Math and Reading Proficiency

Students
with
Disabilities

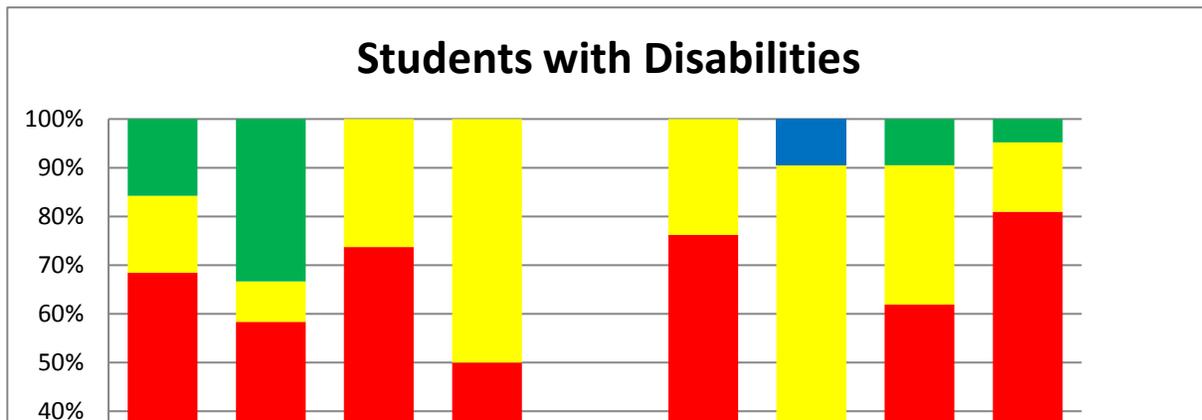
		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
9/12/2015	Math - A+LS Placement Test	Baseline	13	3	3	0	19	16%
	Math - A+LS Course pre Assessment	Baseline	7	1	4	0	12	33%
	Math - Galileo Course pre test	Baseline	14	5	0	0	19	0%
3/15/2016	Math- Galileo Course post test (CBAS)	Mid-Point/Semester	1	1	0	0	2	0%
		Post-Test/ End of Year					0	#DIV/0!

	Reading - A+LS Placement Test	Baseline	16	5	0	0	21	0%
	Reading - A+LS Grade Level Course pre Assessment	Baseline	1	18	0	2	21	10%
	Writing (ELA)- Galileo Grade Level District Assessment	Baseline	13	6	2	0	21	10%
	Reading - Galileo Grade Level Course pre Assessment	Baseline	17	3	1	0	21	5%
3/15/2016	Writing (ELA)- Galileo Grade Level District Assessment (CBAS)	Mid-Point/ Semester	12	3	4	0	19	21%
		Post-Test/ End of Year					0	#DIV/0!

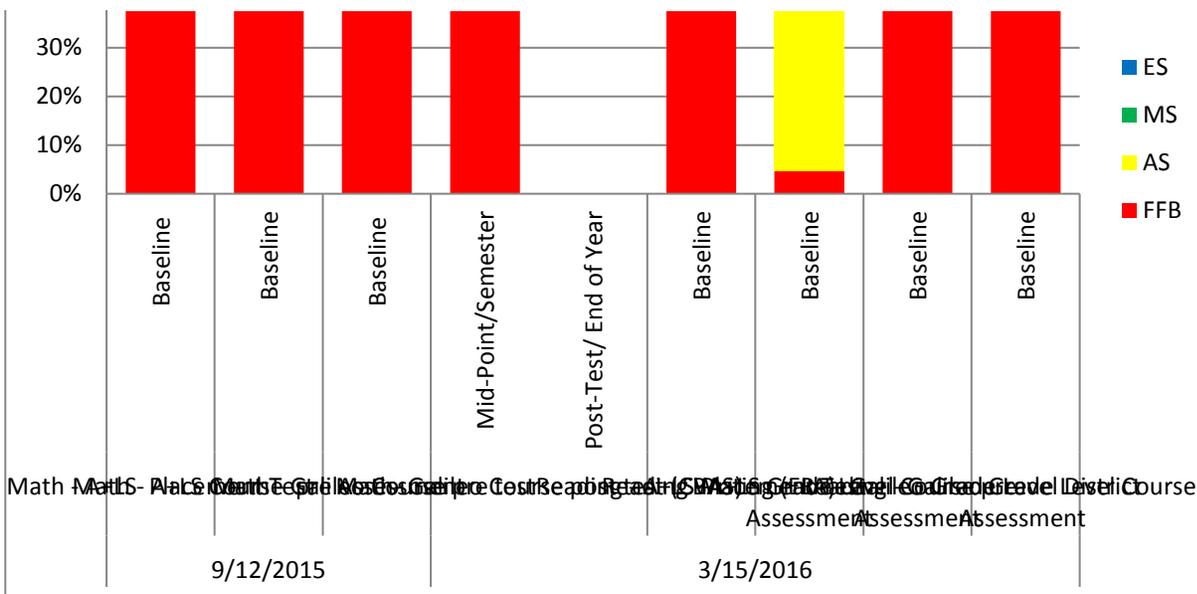
Math % Passing
Change-S2 0%

Reading % Passing
Change-S1 #DIV/0!

Reading % Passing
Change-S2 #DIV/0!



Students with Disabilities' Math and Reading Proficiency



		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
11	Math - A+LS Placement Test	Baseline	1	1	0	0	2	0%
	Math - A+LS Algebra IA Pre Test	Baseline	1	0	0	0	1	0%
	Math - A+LS Algebra IB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math- A+LS Geometry A Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math- A+LS Geometry B Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - A+LS Algebra IIA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - A+LS Algebra IIB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math- Galileo Geometry A Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math- Galileo Geometry B Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IIA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IIB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
3/15/2016	Math Galileo Post Test	Mid-Point/ Semester Post-Test/ End of Year	0	3	0	0	3	0%
						0	#DIV/0!	
	Reading - A+LS Placement Test	Baseline	1	1	0	0	2	0%
	Reading - A+LS ELA 101 Pre Test	Baseline	1	0	1	0	2	
	Reading - A+LS ELA 102 Pre Test	Baseline					0	
	Writing (ELA)- Galileo Grade Level District Assessment	Baseline	1	1	0	0	2	0%
	Reading - Galileo ELA 101 Pre Test	Baseline	1	0	0	0	1	
	Reading - Galileo ELA 102 Pre Test	Baseline	0	0	0	0	0	
3/15/2016	Reading - Galileo ELA Post Test	Mid-Point/ Semester	0	1	3	0	4	75%

Post-Test/ End of
Year

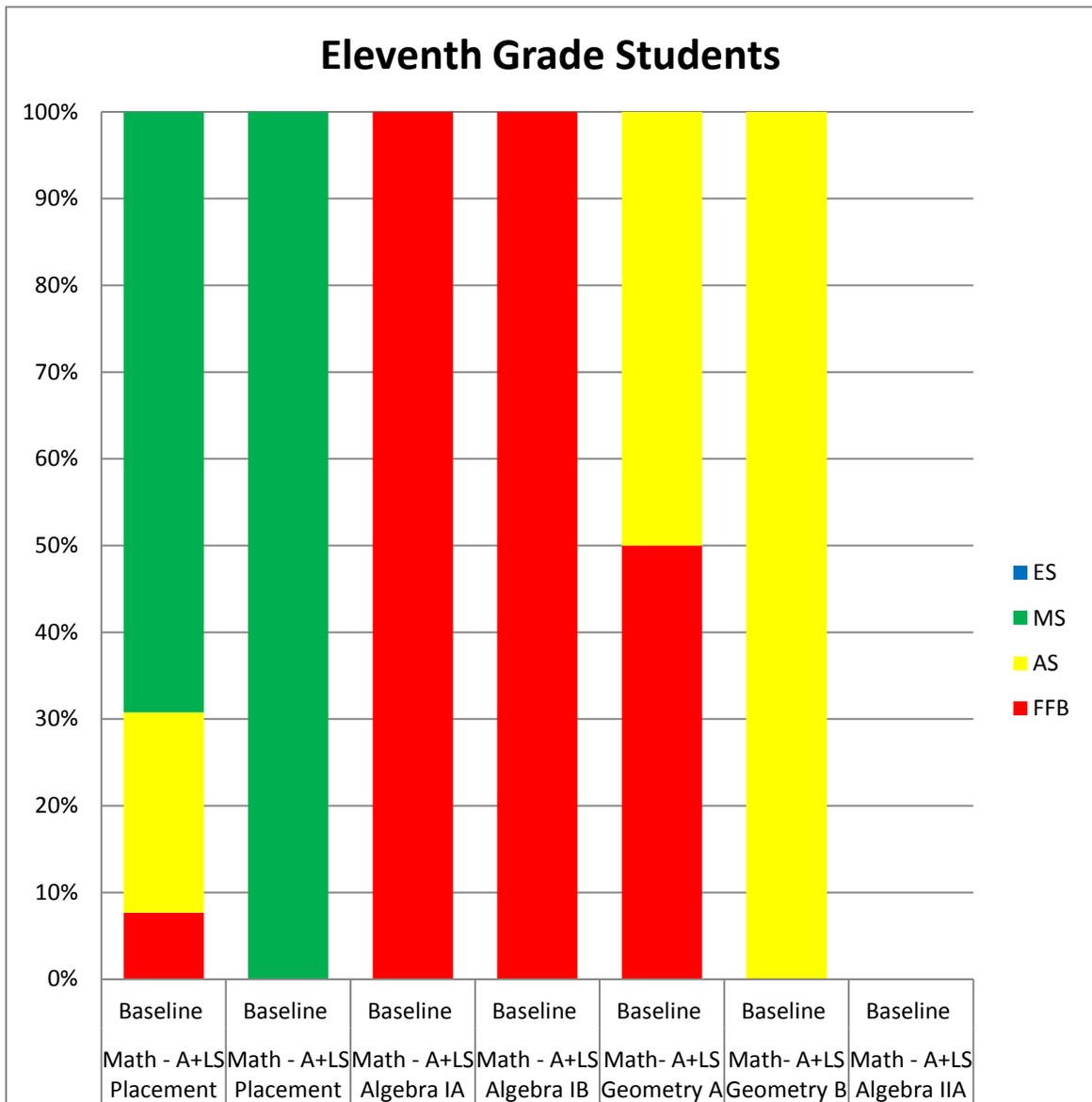
0 #DIV/0!

Math % Passing
Change-S1 0%

Math % Passing
Change-S2 #DIV/0!

Reading %
Passing Change-
S1 75%

Reading %
Passing Change-
S2 #DIV/0!



Note: There are 0 students identified with disabilities in the 9th grade

11

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Math - A+LS Placement Test	Baseline	2	1	2	0	5	40%
Math - A+LS Algebra IA Pre Test	Baseline	1	0	0	0	1	0%
Math - A+LS Algebra IB Pre Test	Baseline	2	0	0	0	2	0%
Math- A+LS Geometry A Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math- A+LS Geometry B Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - A+LS Algebra IIA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - A+LS Algebra IIB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - Galileo Algebra IA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - Galileo Algebra IB Pre Test	Baseline	2	0	0	0	2	0%
Math- Galileo Geometry A Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math- Galileo Geometry B Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - Galileo Algebra IIA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
Math - Galileo Algebra IIB Pre Test	Baseline	7	1	1	0	9	11%

3/15/2016

Mid-Point/
Semester
Post-Test/ End of
Year

Reading - A+LS Placement Test	Baseline	4	1	0	0	5	0%
Reading - A+LS Placement Test- SPED	Baseline	1	1	0	0	2	0%
Reading - A+LS ELA 201 Pre Test	Baseline	2	2	0	0	4	0%
Reading - A+LS ELA 201 Pre Test - SPED	Baseline	1	0	0	0	1	0%
Reading - A+LS ELA 202 Pre Test	Baseline	0	1	0	0	1	0%
Writing (ELA)- Galileo Grade Level District Assessment	Baseline	3	1	0	0	4	0%
Writing (ELA)- Galileo Grade Level District Assessment - SPED	Baseline	1	0	0	0	1	0%

3/15/2016

Reading - Galileo ELA 201 Pre Test
Reading - Galileo ELA 202 Pre Test
Reading - Galileo ELA Post Test

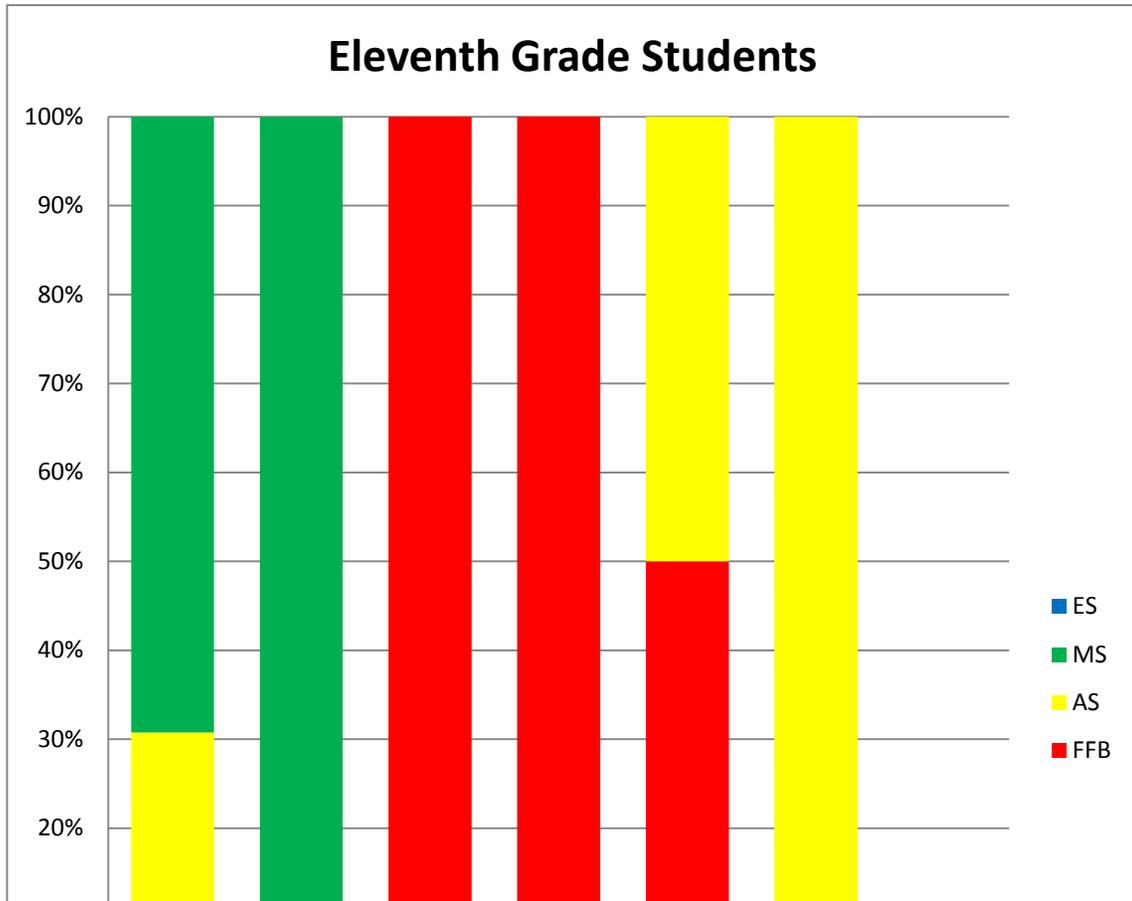
Baseline	3	0	1	0	4	25%
Baseline	2	3	1	0	6	17%
Mid-Point/ Semester	5	2	3		10	30%
Post-Test/ End of Year					0	#DIV/0!

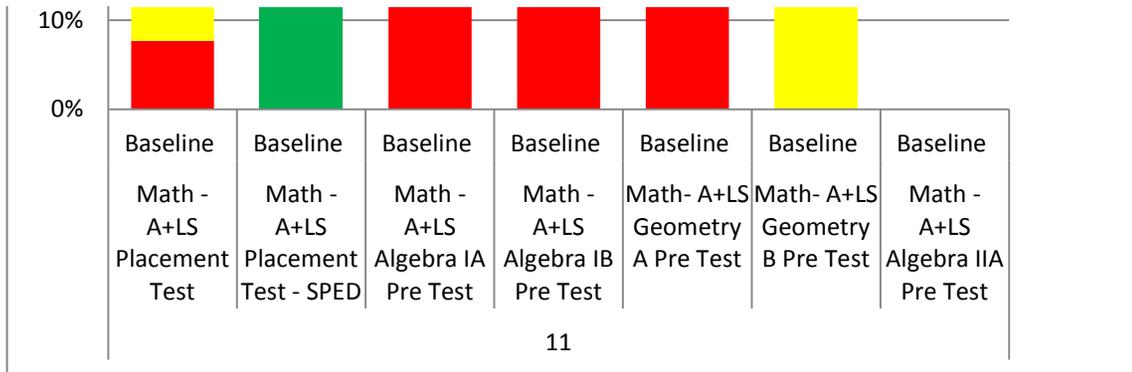
Math % Passing
Change-S1 #####

Math % Passing
Change-S2 #####

Reading %
Passing Change-
S1 30%

Reading %
Passing Change-
S2 #####





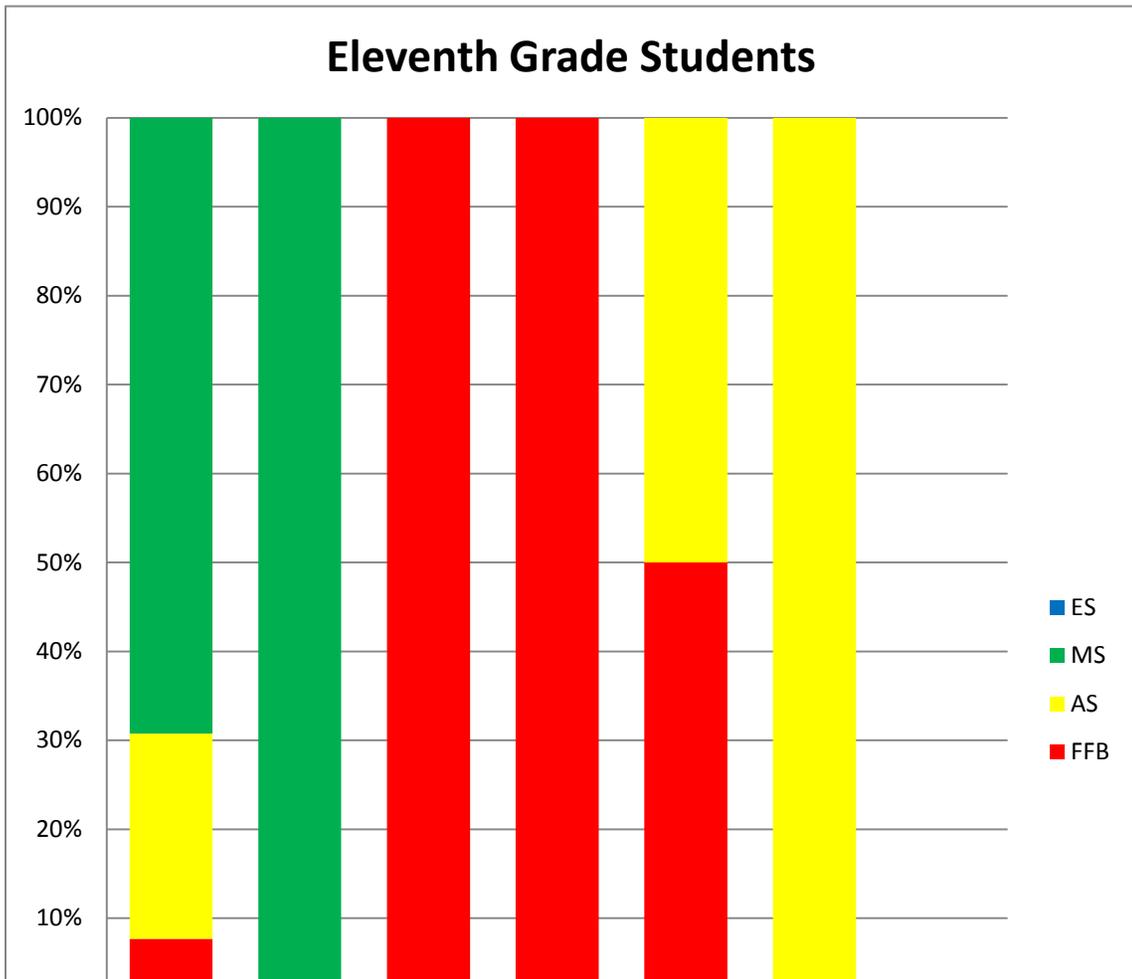
Notes: Students identified with disabilities are represented in the total number as well as identified specifically as highlighted above. There are students with disabilities enrolled in the above math courses.

Eleventh Grade Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
11	Math - A+LS Placement Test	Baseline	1	3	9	0	13	69%
	Math - A+LS Placement Test - SPED	Baseline	0	0	1	0	1	100%
	Math - A+LS Algebra IA Pre Test	Baseline	2	0	0	0	2	0%
	Math - A+LS Algebra IB Pre Test	Baseline	1	0	0	0	1	0%
	Math- A+LS Geometry A Pre Test	Baseline	2	2	0	0	4	0%
	Math- A+LS Geometry B Pre Test	Baseline	0	3	0	0	3	0%
	Math - A+LS Algebra IIA Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - A+LS Algebra IIB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IA Pre Test	Baseline	1	0	0	0	1	0%
	Math - Galileo Algebra IB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math- Galileo Geometry A Pre Test	Baseline	4	0	0	0	4	0%
	Math- Galileo Geometry B Pre Test	Baseline	0	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IIA Pre Test	Baseline	3	0	0	0	3	0%
	Math - Galileo Algebra IIB Pre Test	Baseline	0	0	0	0	0	#DIV/0!
3/15/2016	Math - Galileo Algebra IIB Pre Test	Mid-Point/ Semester Post-Test/ End of Year	8	2			10	0%
						0	#DIV/0!	
	Reading - A+LS Placement Test	Baseline	11	0	2	0	13	15%
	Reading - A+LS Placement Test- SPED	Baseline	3	0	0	0	3	0%
	Reading - A+LS ELA Course Pre Test	Baseline	8	8	5	0	21	24%
	Reading - A+LS ELA Course Pre Test- SPED	Baseline	1	1	0	0	2	0%
	Writing (ELA)- Galileo Grade Level District Assessment	Baseline	9	0	3	0	12	25%
	Writing (ELA)- Galileo Grade Level District Assessment- SPED	Baseline	2	0	0	0	2	0%

Eleventh Grade Students' Math and Reading Proficiency

3/15/2016	Reading - Galileo Course Pre Test	Baseline	6	3	2	0	11	18%
	Reading - Galileo ELA Post Test	Mid-Point/ Semester	5	5	5		15	33%
		Post-Test/ End of Year					0	#DIV/0!
							0	
		<i>Math % Passing</i>						
		<i>Change-S1</i>						-69%
		<i>Math % Passing</i>						
		<i>Change-S2</i>						#####
		<i>Reading %</i>						
		<i>Passing Change-</i>						
		<i>S1</i>						18%
		<i>Reading %</i>						
		<i>Passing Change-</i>						
		<i>S2</i>						#####



Eleventh Grade Students' Math and Reading Proficiency

0%						
	Baseline	Baseline	Baseline	Baseline	Baseline	Baseline
	Math - A+LS Placement Test	Math - A+LS Placement Test - SPED	Math - A+LS Algebra IA Pre Test	Math - A+LS Algebra IB Pre Test	Math- A+LS Geometry A Pre Test	Math- A+LS Geometry B Pre Test
						Math - A+LS Algebra IIA Pre Test
	11					

Notes: Notes: Students identified with disabilities are represented in the total number as well as identified specifically as highlighted above. There are students with disabilities enrolled in the above math courses.

Twelfth Grade Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
12	Math - A+LS Placement Test	Baseline	24	14	20	1	59	36%
	Math - A+LS Algebra IA Pre Test	Baseline	12	2	1	0	15	7%
	Math - A+LS Placement Test - SPED	Baseline	5	1	0	0	0	#DIV/0!
	Math - A+LS Algebra IB Pre Test	Baseline	2	0	0	0	0	#DIV/0!
	Math - A+LS Algebra IA Pre Test - SPED	Baseline	1	0	0	0	0	#DIV/0!
	Math- A+LS Geometry A Pre Test	Baseline	9	2	1	0	0	#DIV/0!
	Math- A+LS Geometry A Pre Test- SPED	Baseline	3	1	0	0	0	#DIV/0!
	Math- A+LS Geometry B Pre Test	Baseline	3	1	0	0	0	#DIV/0!
	Math - A+LS Algebra IIA Pre Test	Baseline	2	3	2	0	0	#DIV/0!
	Math - A+LS Algebra IIA Pre Test- SPED	Baseline	1	0	1	0	0	#DIV/0!
	Math - A+LS Algebra IIB Pre Test	Baseline	2	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IA Pre Test	Baseline	6	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IA Pre Test - SPED	Baseline	1	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IB Pre Test	Baseline	2	0	0	0	0	#DIV/0!
	Math- Galileo Geometry A Pre Test	Baseline	7	1	0	0	0	#DIV/0!
	Math- Galileo Geometry A Pre Test - SPED	Baseline	2	0	0	0	0	#DIV/0!
	Math- Galileo Geometry B Pre Test	Baseline	2	1	1	0	0	#DIV/0!
	Math - Galileo Algebra IIA Pre Test	Baseline	3	1	1	0	0	#DIV/0!
	Math - Galileo Algebra IIA Pre Test - SPED	Baseline	1	0	0	0	0	#DIV/0!
	Math - Galileo Algebra IIB Pre Test	Baseline	2	1	0	0	0	#DIV/0!
3/15/2016	Math - Galileo Post Test	Mid-Point/ Semester	20	5	3		28	11%

Twelfth Grade Students' Math and Reading Proficiency

	Post-Test/ End of Year						
						0	#DIV/0!
	<i>Reading - A+LS Placement Test</i>	Baseline	38	27	5	1	71 8%
	<i>Reading - A+LS Placement Test- SPED</i>	Baseline	10	7	0	0	17 0%
	<i>Reading - A+LS ELA Course Pre Test</i>	Baseline	8	8	5	0	21 24%
	<i>Reading - A+LS ELA Course Pre Test- SPED</i>	Baseline	1	1	0	0	2 0%
	<i>Writing (ELA)- Galileo Grade Level District Assessment</i>	Baseline	24	4	8	1	37 24%
	<i>Writing (ELA)- Galileo Grade Level District Assessment- SPED</i>	Baseline	9	2	1	0	12 8%
	<i>Reading - Galileo Course Pre Test</i>	Baseline	46	3	10	1	60 18%
	<i>Reading - Galileo Course Pre Test SPED</i>	Baseline	6	3	2	0	11 18%
3/15/2016	<i>Reading - Galileo ELA Post Test</i>	Mid-Point/ Semester	31	5	7	1	44 18%
		Post-Test/ End of Year					0 #DIV/0!

*Math % Passing
Change-S1 -25%*

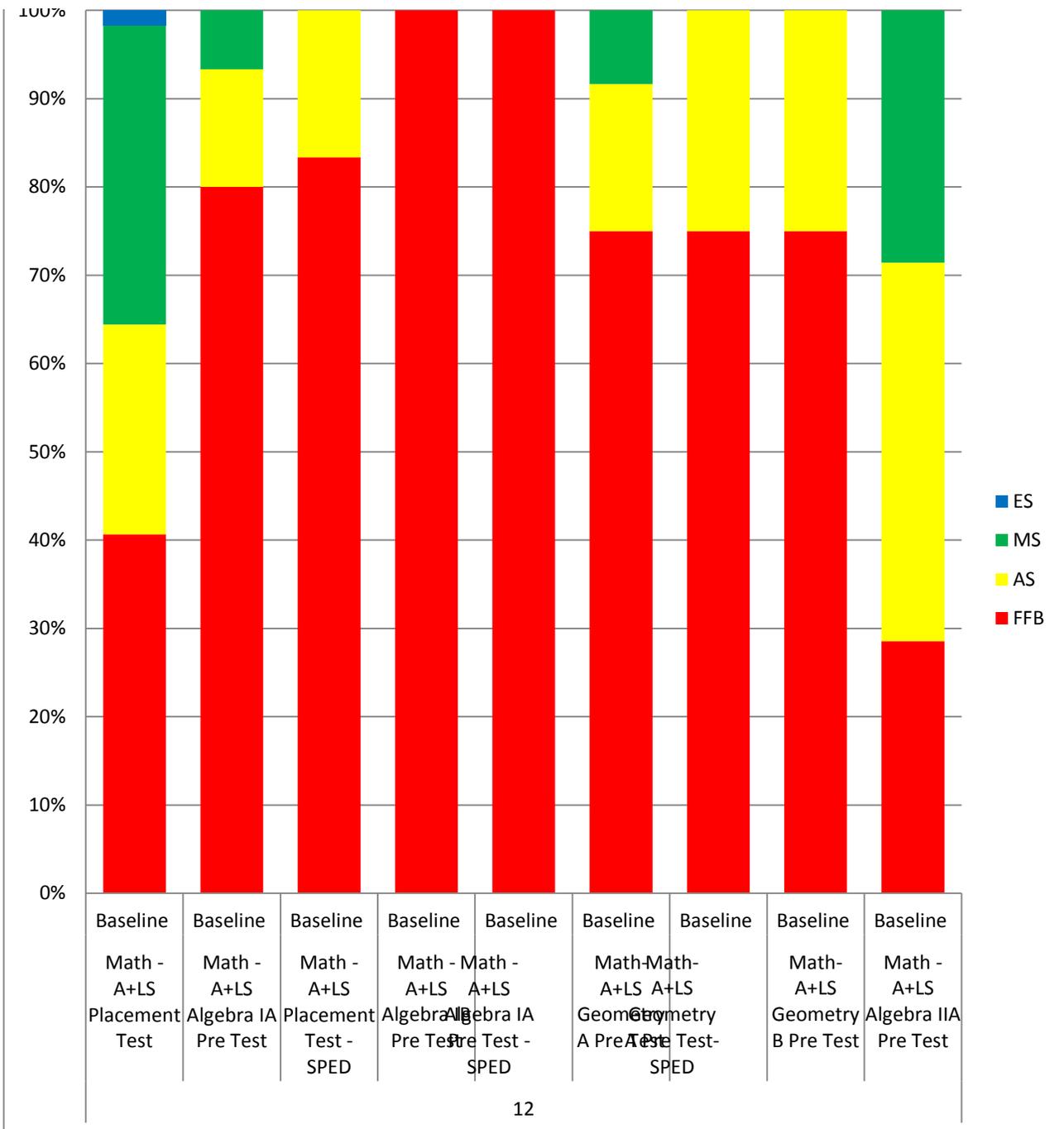
*Math % Passing
Change-S2 #DIV/0!*

*Reading %
Passing Change-S1 10%*

*Reading %
Passing Change-S2 #DIV/0!*

Twelfth Grade Students

Twelfth Grade Students' Math and Reading Proficiency



Twelfth Grade Students' Math and Reading Proficiency

Notes: Students identified with disabilities are represented in the total number as well as identified specifically as highlighted above

APPENDIX D
DATA INVENTORY



Data Inventory

Charter Holder Name: GAR, LLC
 School Name: Student Choice High School
 Evaluation Date: June 6, 2016

Required for: Expansion - Enrollment Cap
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome			
[D.1]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 40% of students (17 out of 43) demonstrated expected growth. In FY 2016, this improved to 78% of students (7 out of 9). The Charter Holder has shown an improvement of 38 percentage points in this measure.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
[D.2]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 55% of students (29 out of 53) demonstrated expected growth. In FY 2016, this decreased to 54% of students (15 out of 28). The Charter Holder has shown a decline of 1 percentage point in this measure.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			

<p>[D.5]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 67% of students (29 out of 43) were above the proficiency cut score. In FY 2016, this decreased to 0% of students (0 out of 9). The Charter Holder has shown a decline of 67 percentage points in this measure.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="619 493 1927 591"> <tr> <td data-bbox="619 493 1262 591"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1262 493 1927 591"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.6]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 85% of students (45 out of 53) were above the proficiency cut score. In FY 2016, this decreased to 4% of students (1 out of 28). The Charter Holder has shown a decline of 81 percentage points in this measure.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="619 950 1927 1047"> <tr> <td data-bbox="619 950 1262 1047"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1262 950 1927 1047"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.7]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>Not Applicable- The Charter Holder does not serve any ELL students.</p>		
<p>[D.8]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>Not Applicable- The Charter Holder does not serve any ELL students.</p>		



<p>[D.9]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>Not Applicable</p>			
<p>[D.10]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>Not Applicable</p>			
<p>[D.11]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 50% of students with disabilities (3 out of 6) were above the proficiency cut score. In FY 2016, this decreased to 0% of students (0 out of 1). The Charter Holder has shown a decline of 50 percentage points in this measure.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="585 719 1929 821"> <tr> <td data-bbox="585 719 1260 821"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1260 719 1929 821"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p>[D.12]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>Student Growth and Achievement Reports generated from the Galileo assessment system show that in FY 2015, 67% of students with disabilities (4 out of 6) were above the proficiency cut score. In FY 2016, this decreased to 0% of students (0 out of 4). The Charter Holder has shown a decline of 67 percentage points in this measure.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="585 1081 1929 1179"> <tr> <td data-bbox="585 1081 1260 1179"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1260 1081 1929 1179"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			



<p>[D.13]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided DO NOT demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>According to ADE Connect Graduation Rate Summary Reports, data for FY 2015 indicates that for the four-year cohort, the graduation rate was 54% for Cohort 14. This number declined to 51% for Cohort 15, demonstrating a year-over-year decline of 3 percentage points. Data does indicate that for the five-year cohort, the graduation rate was 60% for Cohort 13, and 61% for Cohort 14, which does demonstrate an improvement of 1 percentage point with five year graduates.</p> <p>Final Evaluation:</p>	
<p>[D.14]</p> <p>Not Applicable</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved performance in Academic Persistence</p> <p>Not Applicable- The Charter Holder met on the Dashboard for two consecutive years in this measure.</p>		

APPENDIX E
FINAL EVALUATION—DATA



**DEMONSTRATION OF SUFFICIENT PROGRESS
DATA EVALUATION**

CHARTER INFORMATION			
Charter Holder Name	GAR, LLC	Schools	Student Choice High School (90737)
Charter Holder Entity ID	78997	Dashboard Year	FY14
Submission Date	June 1, 2016	Purpose of Data Submission	Expansion Request
Evaluation Date	June 6, 2016	Additional Steps Required	None

AREA I: DATA

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	No
2a. Percent Passing – Math	Yes	Yes	No
2a. Percent Passing – Reading	Yes	Yes	No
2b/c. Subgroup, ELL – Math	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, ELL – Reading	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, FRL – Math	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, FRL – Reading	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	No
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	No
4a. High School Graduation Rate	Yes	Yes	No
4b. Academic Persistence	No	Not applicable	Not applicable

DATA OVERALL RATING

MEETS – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

DOES NOT MEET – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

FALLS FAR BELOW – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.