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To

- KClark@madisonhighlandprep.org

Subject

First Year Site Visit Results

Email Body

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Arizona State Board for Charter Schools

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October 10, 2014

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Madison Highland Prep

Kerry Clark, Charter Representative

10240 North 86th Street

Scottsdale, AZ 85258

Dear Mr. Clark,

On September 22, 2014, staff of the Arizona State Board for Charter Schools conducted the first year site visit of Madison Highland Prep. I appreciated the opportunity to meet with you, tour the facility, and observe the school in action. Below is a summary of items reviewed, corresponding observations and findings. All areas were found to be in compliance, and no follow-up is required at this time.

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

2. Student Count: On the day of the site visit, a total of 94 students were counted**.** Attendance records provided for that date report 98 students. In addition, the attendance policy and procedures were reviewed. Students were organized into the following grades:

Grade	Observed	Reported Enrolled	Reported Absent	Reported Present
9	86	90	4	86
10	10	13	1	12
Total	**96**	**103**	**5**	**98**

The discrepancy between the students counted and students reported is less than 5%, threshold used to determine whether additional information is required.

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

4. Resume File: A resume file of all current and former instructional employees was available on site pursuant to A.R.S. §15-183.F. Evidence was provided that parents had been notified of the availability of the teacher resumes through the

student handbook and teacher bios accessible on the school's website .

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5. Governing Body Meeting Notices, Agendas, and Minutes: The governing body meeting notices, agendas, and minutes were reviewed and are compliant with Open Meeting Law A.R.S. §38-431.01-09. Public notices have complied with A.R.S. §38-431.02 (A) (1). Corporate Board membership is consistent between ASBCS Online and the Arizona Corporation Commission. The Corporate Board acts as the School Governing Body.

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

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

8. Program of Instruction: Students were observed engaged in direct instruction and STEM education. Classroom observations are described below:

Stolen (Biology): Students in 9th and 10th grades were observed taking a test. Teacher was supervising the classroom during this period.

Scarlata (Social Studies): Students in 9th and 10th grades were observed working with laptops as they were researching the current subject: The Byzantine Empire. The laptops display the online text used for this subject course. The teacher was assisting students in the classroom as needed.

Bonds (STEM Engineering Lab): Students in 9th grade were seated at tables while the teacher was instructing on the different properties of geometric figures. The teacher was using pictures from various buildings to demonstrate the shapes.

Kovesdy (Journalism): Students in 9th grade were using their laptops to complete the writing assignment. The teacher was assisting students in the classroom as needed.

Palaich (Geometry): Students in 10th grade were working in groups of 4 or with the teacher on the assigned math problems. The teacher was providing small group instruction on a specific math problem.

9. Academic Framework Discussion: The Academic Plan was reviewed with Mr. Clark in the areas of curriculum, monitoring instruction, and assessment. In the area of curriculum, he indicated that teachers are utilizing the curriculum maps to build their daily lesson plans. These maps are revised continuously as the teachers are monitoring the standards taught and the instruction provided. Since students are provided a pre-test prior to the start of a unit, the teacher can adjust the curriculum map to meet the needs of the students.

In regards to monitoring instruction, Mr. Clark states that lesson plans are posted and he communicates daily with teachers. Through professional development and Professional Learning Communities, the teachers are being monitored He indicated that the first 29 days of instruction his contact with teachers was anecdotal and that in the following weeks informal observations will be conducted utilizing the Danielson model He explained that he wants to ease the teachers into this structure.

All students complete a baseline assessment prior to the first day of instruction to assess what courses they need in the current school year. Once they are assigned to their courses, teachers conduct a pre and post-test in each content area. The data from those tests and assignments inform the progress reports, which were sent out last week.

Next, the Academic Framework was reviewed with Mr. Clark. Board staff reviewed Appendix C of the *Academic Performance Framework and Guidance* document and walked through the first 5 years of the Board's Intervention Policy. In addition, should the charter holder be assigned a Performance Management Plan (PMP) or Demonstration of Sufficient Progress (DSP) in the future, staff provided them with guiding questions utilized by staff to evaluate a PMP or DSP.

In accordance with the adopted Board's academic performance interventions, if Madison Highland Prep receives an overall rating of meets standard based on FY 2015 data, the charter holder will be waived from submitting additional information. If the school receives an overall rating of does not meet or falls far below standard based on FY 2015 data (including an NR), the charter holder may need to submit required documentation as described in Appendix C of the *Academic Performance Framework and Guidance* and/or may be brought before the Board for consideration of non-compliance.

The Board encourages the charter holder to use the "Guiding Questions for Performance Management Plan and Demonstration of Sufficient Progress" provided to you at the site visit by Board staff to assess the processes in the areas of curriculum, monitoring instruction, assessment, professional development, data, graduation rate (if applicable), and academic persistence (if applicable). As the Board implements the academic performance intervention schedule, a charter holder will be monitored in the subsequent year when FY2015 data is available.

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

Sincerely,

Johanna Medina

Johanna Medina

Director of School Quality

Arizona State Board for Charter Schools

Date Sent

10/10/14