Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: International Commerce Secondary Schools, Inc.
School Name: International Commerce High School – Phoenix,
Humanities and Sciences High School – Phoenix

Site Visit Date: December 12, 2014
Required for: Failing School
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 60 points within the year, in FY14 students had an increase of 63 points within the year, and in FY15 (to date) students had an increase of 79 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.
[D.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 71 points within the year, in FY14 students had an increase of 72 points within the year, and in FY15 (to date) students had an increase of 99 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.

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[D.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Math **The documents provided demonstrate evidence of improved academic performance in Improvement – Math.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 32.89% of students improved their math AIMS score and in FY14 35.68% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 60 points within the year, in FY14 students had an increase of 63 points within the year, and in FY15 (to date) students had an increase of 79 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.
[D.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Reading **The documents provided demonstrate evidence of improved academic performance in Improvement – Reading.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 28.57% of students improved their reading AIMS score and in FY14 43% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 71 points within the year, in FY14 students had an increase of 72 points within the year, and in FY15 (to date) students had an increase of 99 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.

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[D.5]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 32.89% of students improved their math AIMS score and in FY14 35.68% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 60 points within the year, in FY14 students had an increase of 63 points within the year, and in FY15 (to date) students had an increase of 79 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.
[D.6]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** **The documents provided demonstrate improved academic performance because:** the AIMS data demonstrates that in FY13 28.57% of students improved their reading AIMS score and in FY14 43% of students improved their math AIMS score. No AIMS data was available for FY15. The data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students had an increase of 71 points within the year, in FY14 students had an increase of 72 points within the year, and in FY15 (to date) students had an increase of 99 points within the year. This data also shows that graduating students in FY14 and FY15 are performing at a level that would indicate the ability to pass the GED based on the 450 passing score required. While these students are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing. The charter holder also provided internal data about FY15 growth from intake, to benchmark, to exit. The data demonstrates a steady increase in student scores, indicating continuing growth.

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[D.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 ELLs had an increase of 10 points within the year, in FY14 ELLs had an increase of 98 points within the year, and in FY15 (to date) ELLs had an increase of 147 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required.
[D.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 ELLs had an increase of 2 points within the year, in FY14 ELLs had an increase of 194 points within the year, and in FY15 (to date) ELLs had an increase of 177 points within the year. This data also shows that graduating students in FY14 and FY15 would pass the GED based on scores above the 450 passing score required.
[D.9]	**Not Applicable**
[D.10]	**Not Applicable**

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[D.11]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students with disabilities had an increase of 116 points within the year, in FY14 students with disabilities had an increase of 97 points within the year, and in FY15 (to date) students with disabilities had an increase of 134 points within the year. This data also shows that graduating students with disabilities in FY14 and FY15 are close to passing the GED based on the 450 passing score required. While these students with disabilities are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.12]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** **The documents provided demonstrate improved academic performance because:** the data from the GED practice test PA and PC (entry and exit) shows that in FY 13 students with disabilities had an increase of 130 points within the year, in FY14 students with disabilities had an increase of 119 points within the year, and in FY15 (to date) students with disabilities had an increase of 184 points within the year. This data also shows that graduating students with disabilities in FY14 and FY15 are close to passing the GED based on the 450 passing score required. While these students with disabilities are coming in at a lower level, the school is continuing to achieve a high level of academic performance at the end of the student's enrollment, thus growth is increasing.
[D.13]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in High School Graduation Rate **The documents provided demonstrate evidence of improved performance in High School Graduation Rate.** **The documents provided demonstrate improved performance because:** the data shows that the graduation rate for all students (not time bound i.e., 5 year, 4 year, etc.) is increasing even when the time bound grad rate from ADE is declining. In FY13, the school graduated 28 students in December. In FY14, the school graduated 43 students in December. In FY15, the school graduated 62 students in December. The number of December graduates is increasing as a result of more students enrolling in the spring.

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[D.14]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in Academic Persistence **The documents provided demonstrate evidence of improved performance in** Academic Persistence. **The documents provided demonstrate improved performance because:** the charter holder reevaluated the E1 enrollment data looking at students who come back after the October 1 date and found that 80% of the students return sometime within the next year. This indicates a greater persistence level than that provided on the dashboard. The charter holder indicated this is because students have families and jobs that prevent them from reenrolling by October 1, but do come later than that date. The charter holder indicated that in the current FY, they have 169 students who are above their cohort year that have enrolled in the current year. The charter holder believes that this demonstrates persistence. Of those students 128 came to the school 2 or more years behind in credits.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

I, David Curd, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

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