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: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
[G.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows up on student progress toward completing courses to meet graduation requirements. **The documents provided demonstrate evidence of the following:** • All instruction is one-to-one with a teacher. Each student is encouraged to work with multiple teachers for each course. Effectiveness is demonstrated primarily on student success, marked improvement on standardized tests, course completion, and graduation. • Lead instructors monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level. These sheets are monitored weekly to evaluate and monitor student progress. • The Principal uses the transcript, course of study and AIMS results to process students for graduation.
[G.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies students that are not successfully progressing through required courses. **The documents provided demonstrate evidence of the following:** • Lead instructors monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level. These sheets are monitored weekly to evaluate and monitor student progress. • Principals develop an individualized course of study with the student that meets the graduation requirements for the State of Arizona, the college and career readiness standards and the entrance requirements for the student's post-secondary goals (university, community college, military, work force). • When a student completes a course, they are given the appropriate American Council on Education Official General Development Practice Test PB form. Principals use the results to determine the student's grade for the course. • When a student has completed the entire course of study to meet the requirements for graduation, the student takes the American Council on Education Official General Development Practice Test PC form. Principals use the results to verify that the student has demonstrated proficiency in all subjects at a post-secondary level before the student is eligible to graduate.

Charter Holder Initials

	• The Principal uses the transcript, course of study and AIMS results to process students for graduation.

[G.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides additional academic supports to remediate academic problems for struggling students.
	
	The documents provided demonstrate evidence of the following:
	• The Charter Holder evaluates comprehensive AIMS assessment results for the school and the charter to determine necessary adjustments to the curriculum. Past performance results have resulted in enhancements to Language Arts curriculum to address reading skills and writing skills. The current school year brings a new mathematics curriculum to improve mathematics skills.
	• The International Commerce Secondary Schools, Inc. has established a uniform system of grading that requires students to complete a course assessment when they have completed a series of courses within a discipline. These assessments are available on demand, any day of the school week when a student has completed all course work.
	• Using a standard score scale provided by the assessment company, grades of A, B or C will be issued for courses completed within a discipline upon completion of the assessment. The following scale will serve as a guide for the distribution of grades
	  o A standardized score of 500 and above equals an A University Admission Level
	  o A standardized score of 450 – 499 equals an B Community College Level
	  o A standardized score of 410 – 440 equals an C High School Level
	  o A standardized score below 399 requires the student to take one or more courses with similar content as review prior to re-testing.
	• Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments.
	• These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school.
	• All of the foundation courses are focused on developing vocabulary through repetitive exposure prior to enrollment in courses in which students must apply and utilize the vocabulary.
	• These courses are additionally intended to expose students to all material on the GED assessment.
	• The charter holder also provides a "workplace essentials skills" curriculum to meet the needs of students with disabilities.
	• The charter holder maintains regular communication with parents and students to follow up on student progress.

Charter Holder Initials _____

[G.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** what data demonstrates that these strategies are effective.
	
	The documents provided demonstrate evidence of the following:
	• The charter holder's tracking of graduation rate, student enrollment with transfer credits, and baseline assessment data is used to evaluate the effectiveness of their strategies.
	• The data shows that the graduation rate for all students (not time bound i.e., 5 year, 4 year, etc.) is increasing.
	• The data specifically shows that for FY14 the following graduation rates according to cohort year:
	  o 2009 – 100%
	  o 2010 – 67%
	  o 2011 – 57%
	  o 2012 – 41%
	  o 2013 – 46%
	  o 2014 - 46%
	• The charter holder evaluates transcripts to understand the effectiveness of serving students who come into the school under credited in advancing them toward graduation.

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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