Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: International Commerce Secondary Schools, Inc.
School(s): International Commerce High School – Phoenix, Humanities and Sciences High School – Phoenix
Date Submitted: November 10, 2014
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring
☐ Interval Review
☐ Renewal
☒ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

☐ FY2013
☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

c. To locate the DSP Online Technical Assistance presentations on the Board's website:
    i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
    ii. Locate the "For Charter School Operators" section in the middle of the page.
    iii. Select the "Performance Expectations & Reviews" link.
    iv. Select the "Academic Interventions" tab.
    v. Scroll down to the "Demonstration of Sufficient Progress" section.
    vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: _International Commerce High School - Phoenix

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☒	☐	☒	☒
Improvement – Reading (Alternative High Schools Only)	☐	☒	☐	☒	☒
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☒	☐	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☒	☒	☐	☒
Academic Persistence (Alternative Schools Only)	☐	☒	☐	☒	☒

Data for All Applicable Measures and Subgroups

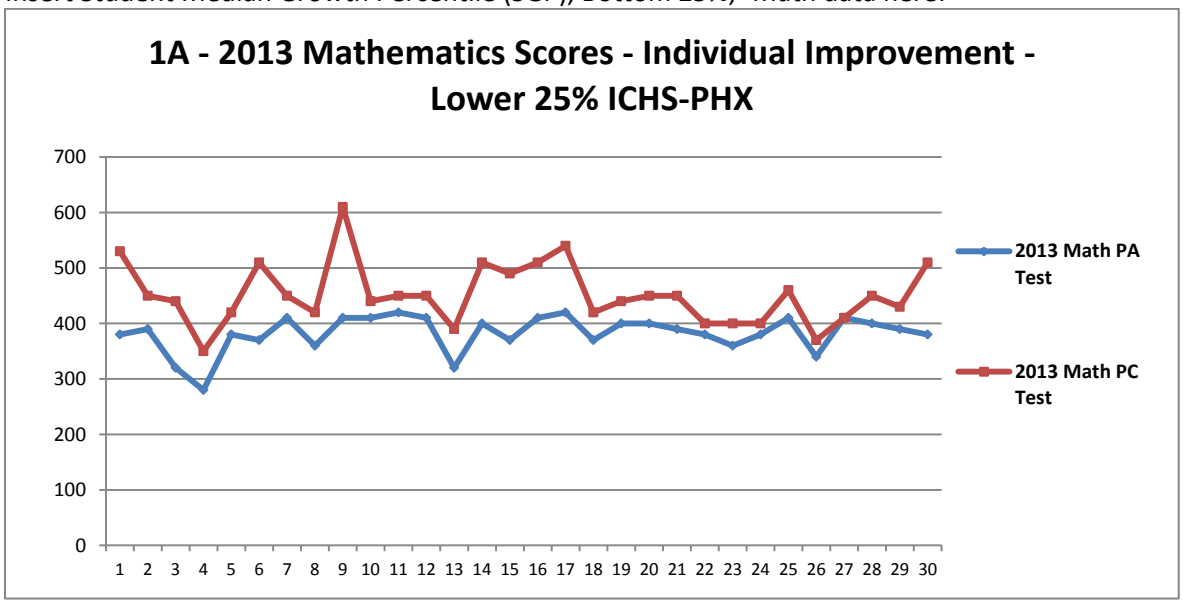
1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

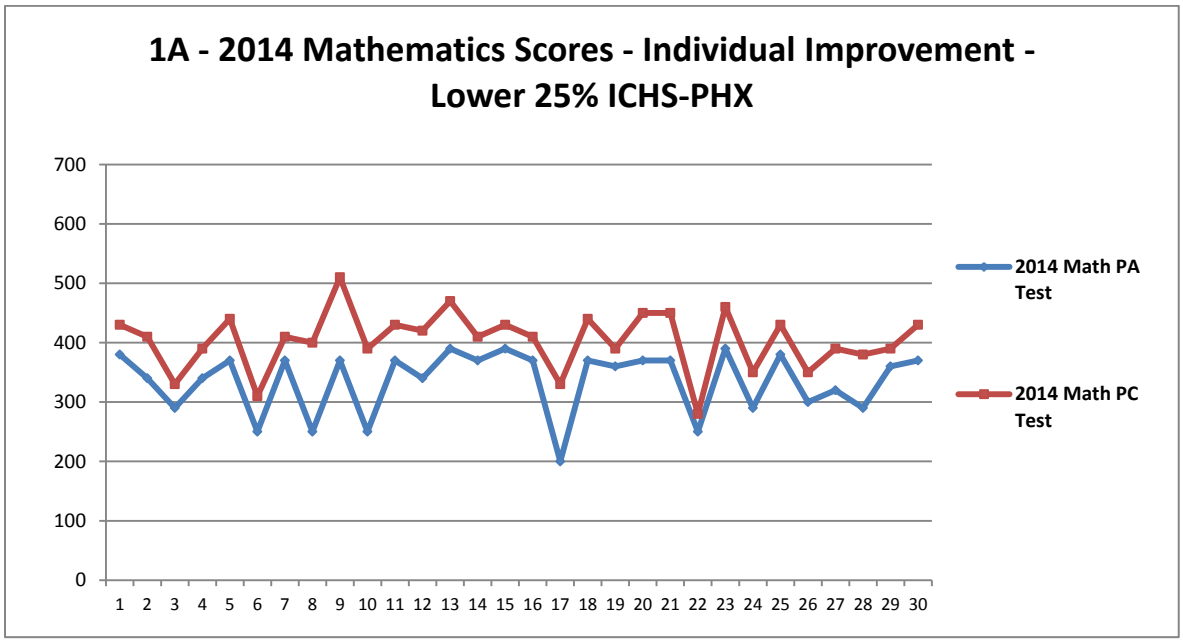
Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

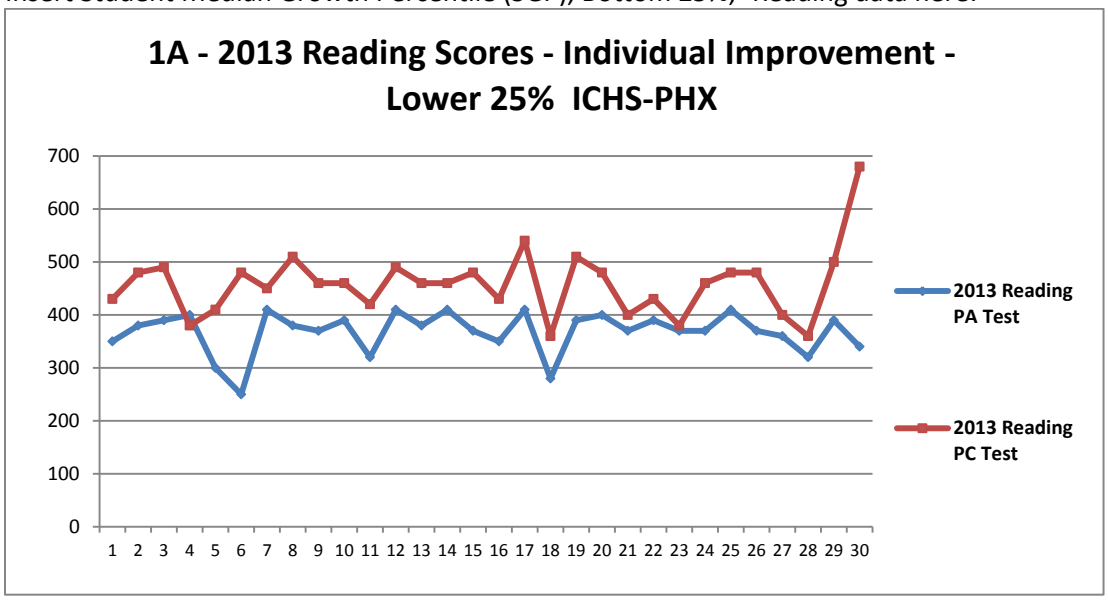
Insert data here:
Insert Student Median Growth Percentile (SGP) – Math data here:
N/R
Insert Student Median Growth Percentile (SGP) – Reading data here:
N/R

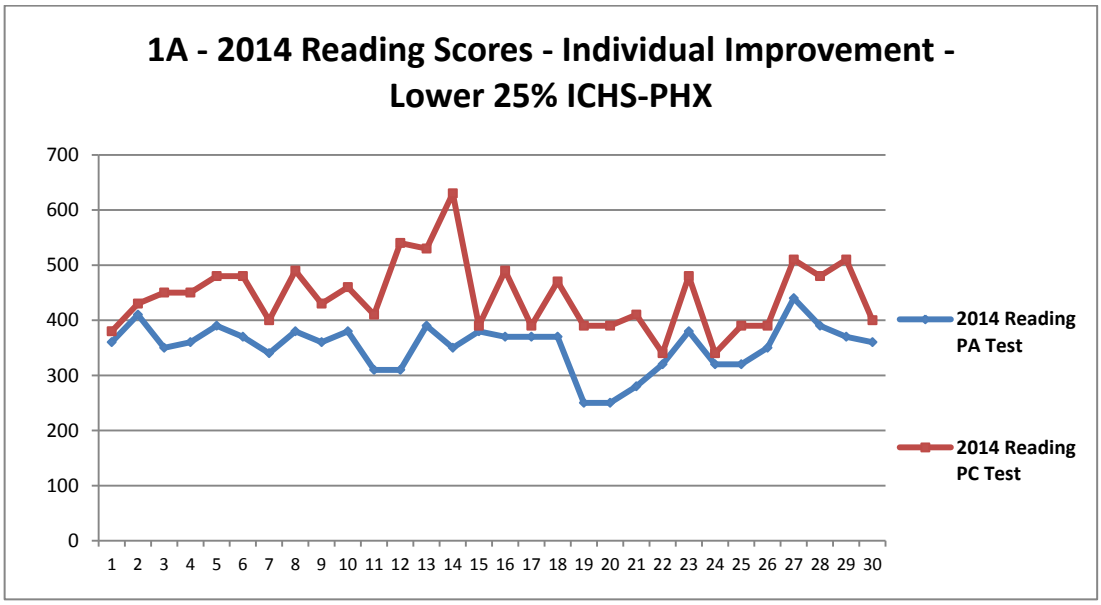
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:



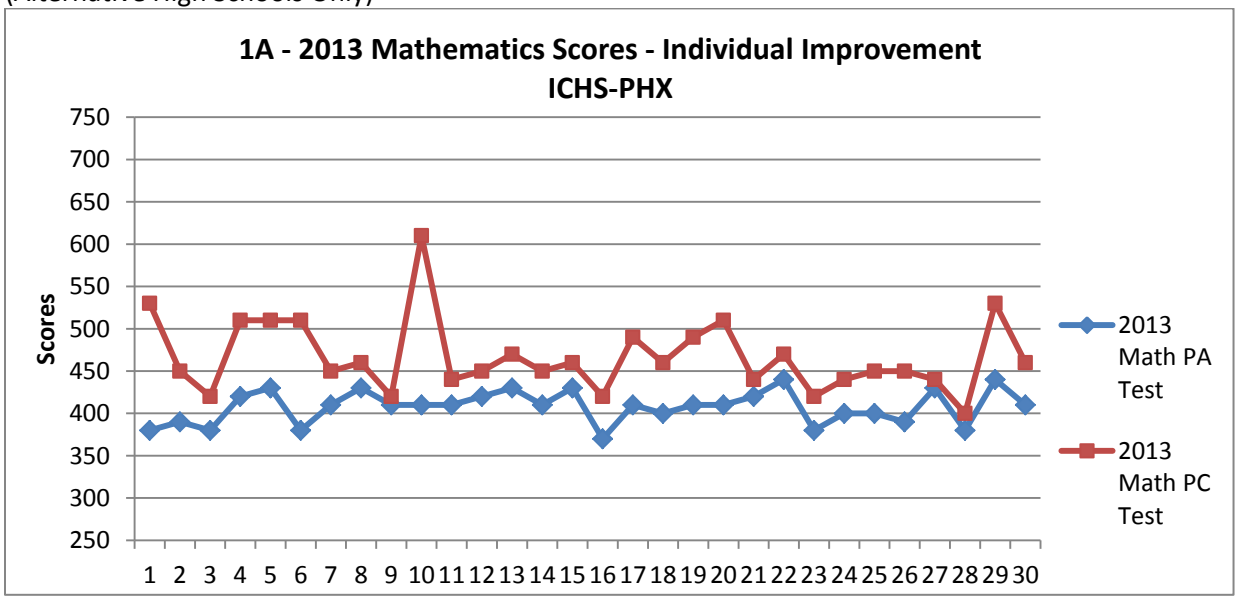


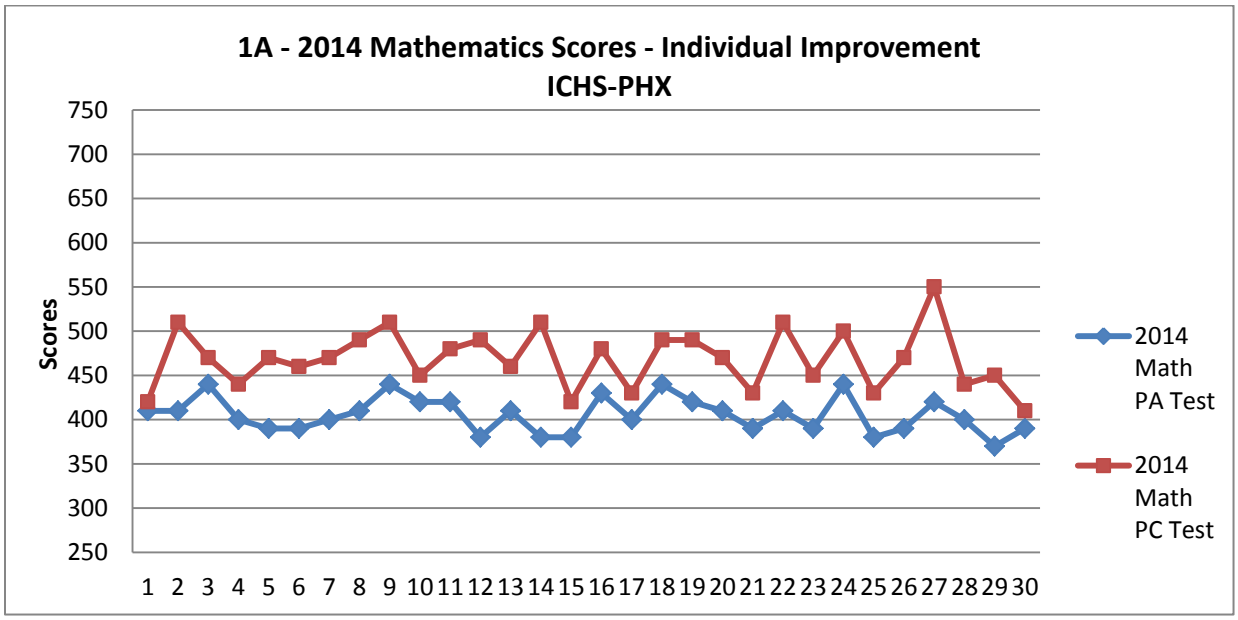
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:



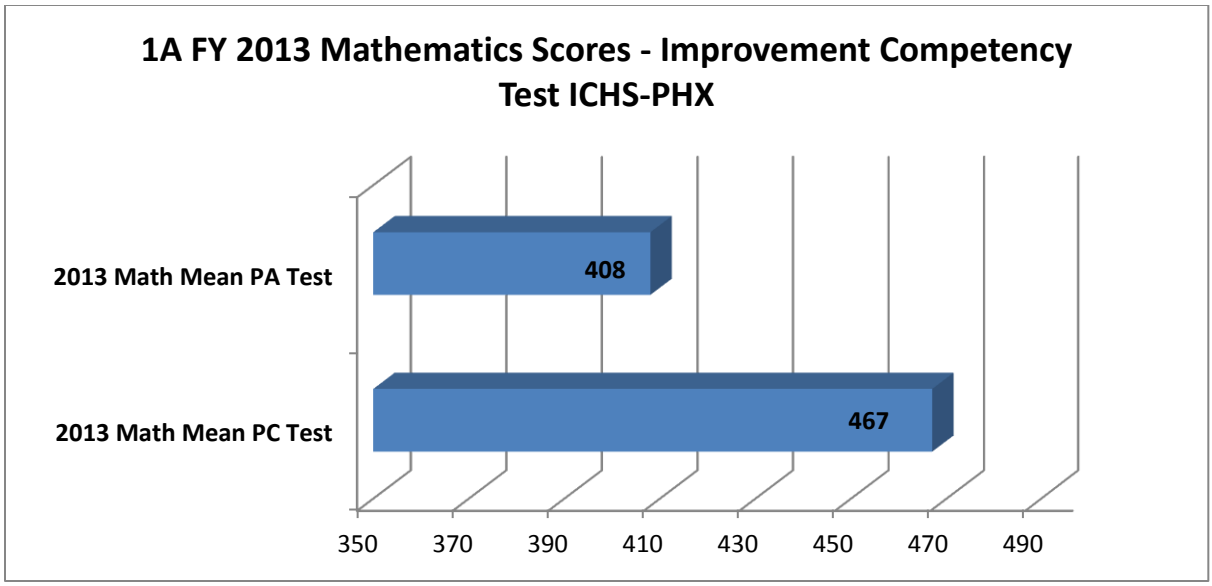


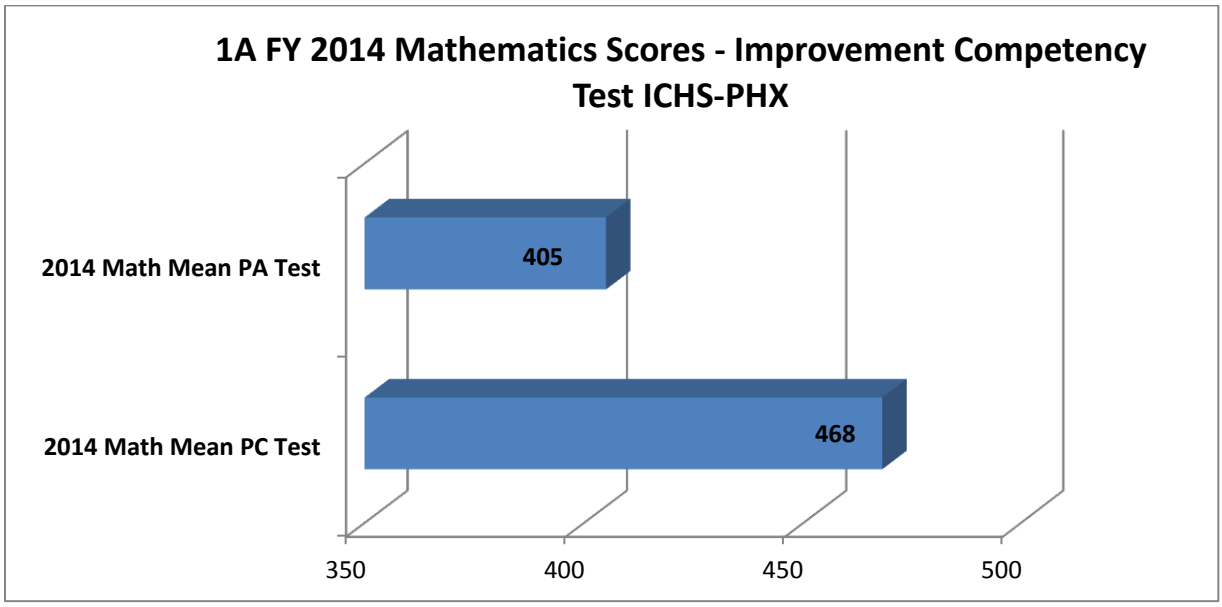
Insert Improvement – Math data here:
(Alternative High Schools Only)





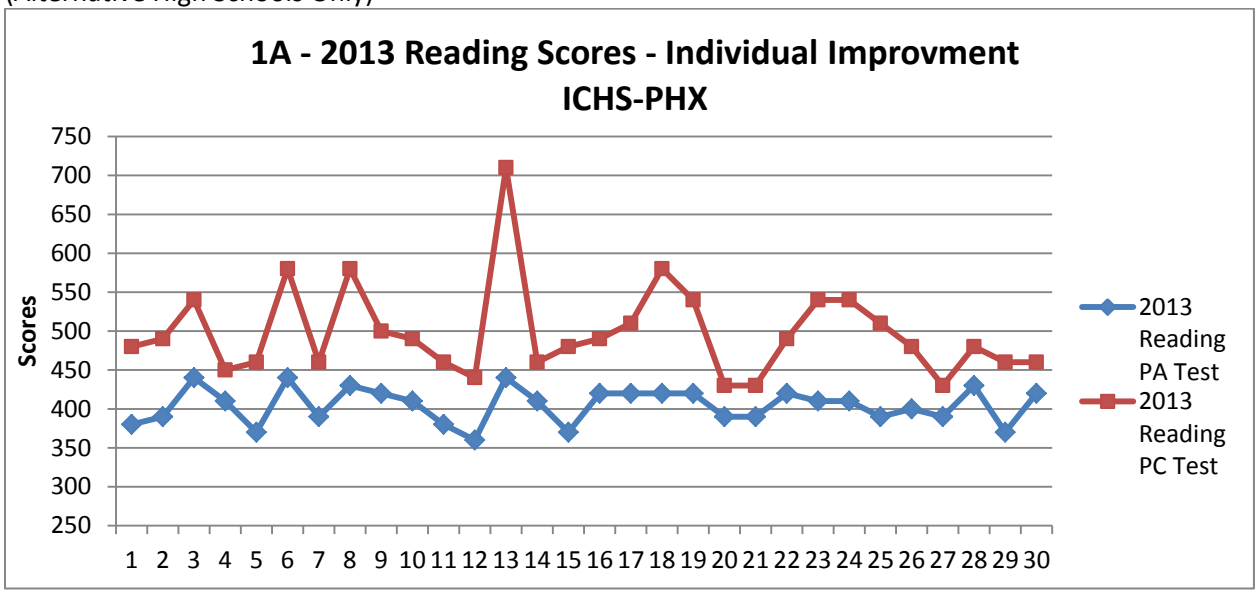
Minimum goal is to earn a score of 410 and desired goal is to earn a score of 450 or above upon completion of course work.

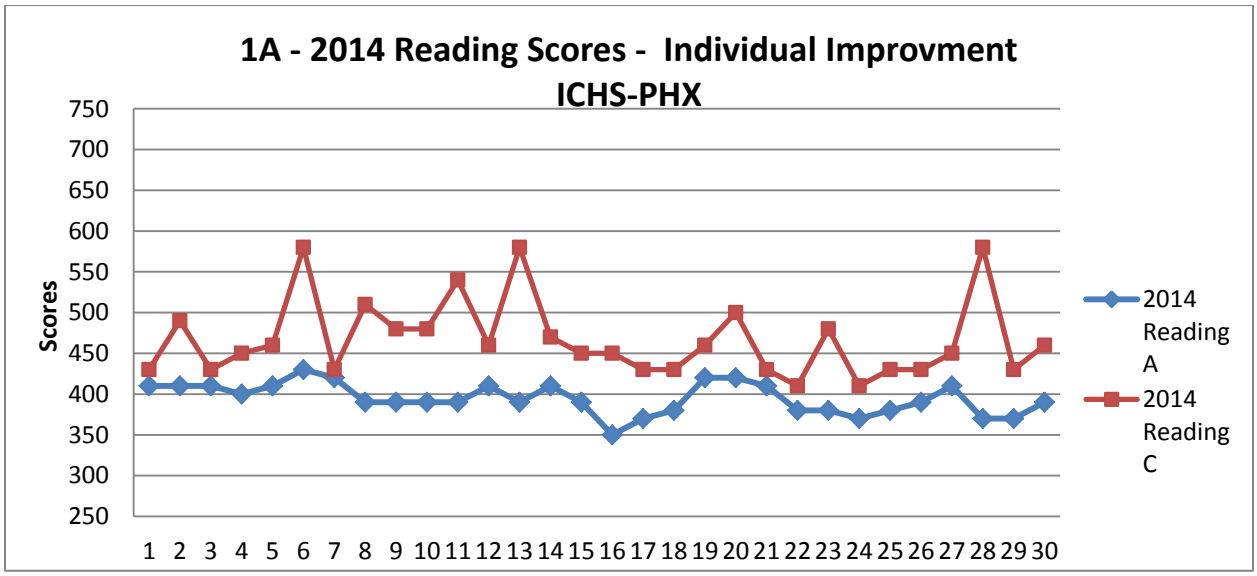




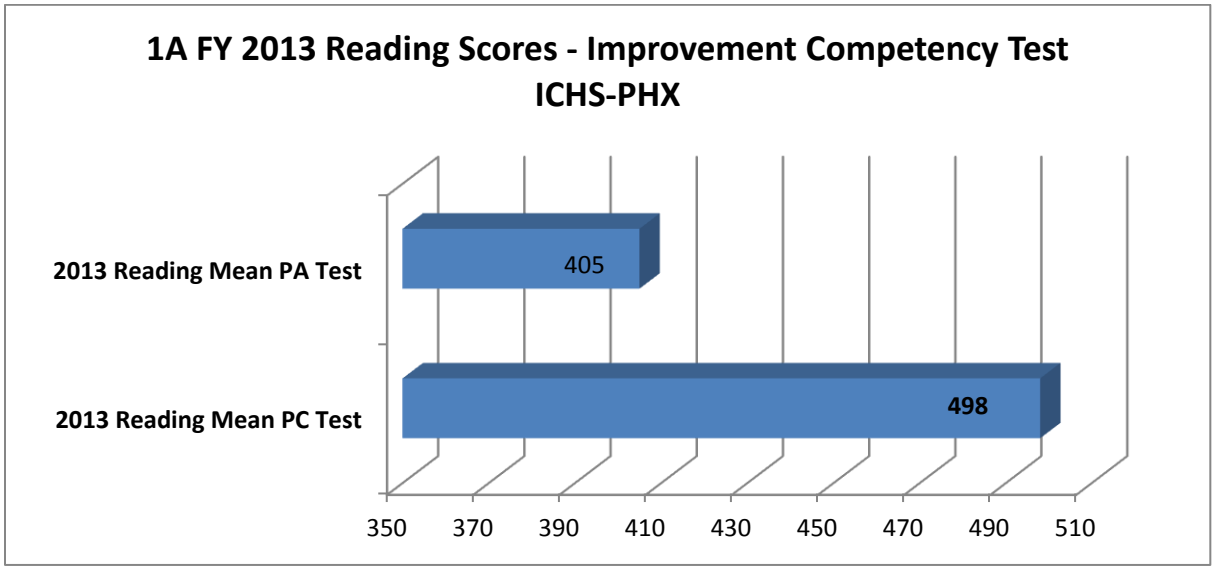
Minimum goal is to earn a score of 410 and desired goal is to earn a score of 450 or above upon completion of course work.

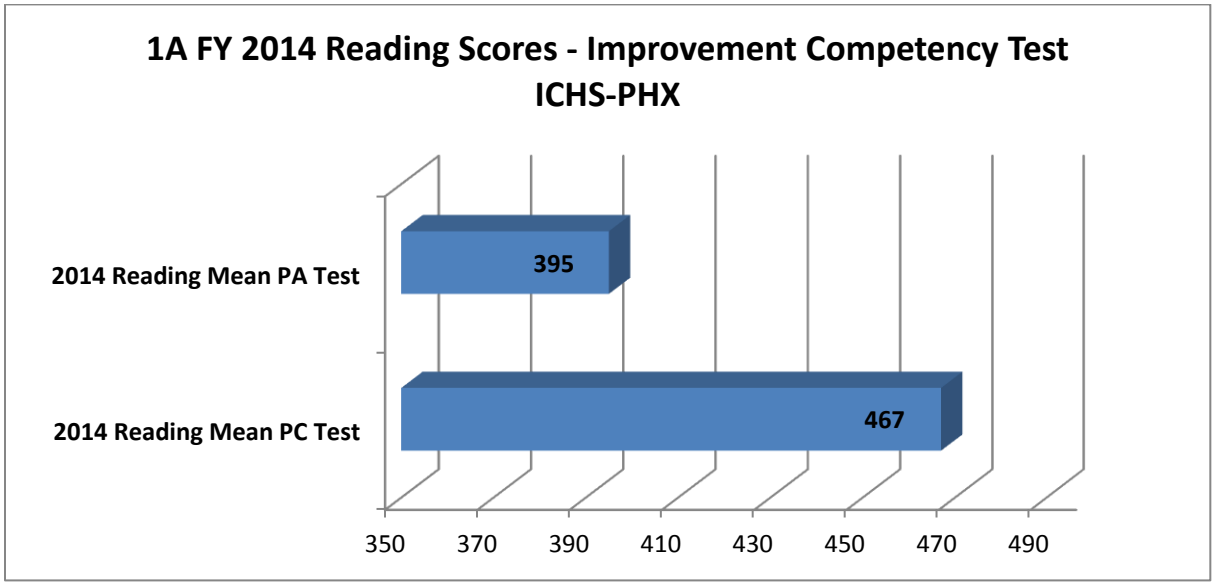
Insert Improvement – Reading date here:
(Alternative High Schools Only)





Minimum goal is to earn a score of 410 and desired goal is to earn a score of 450 or above upon completion of course work.



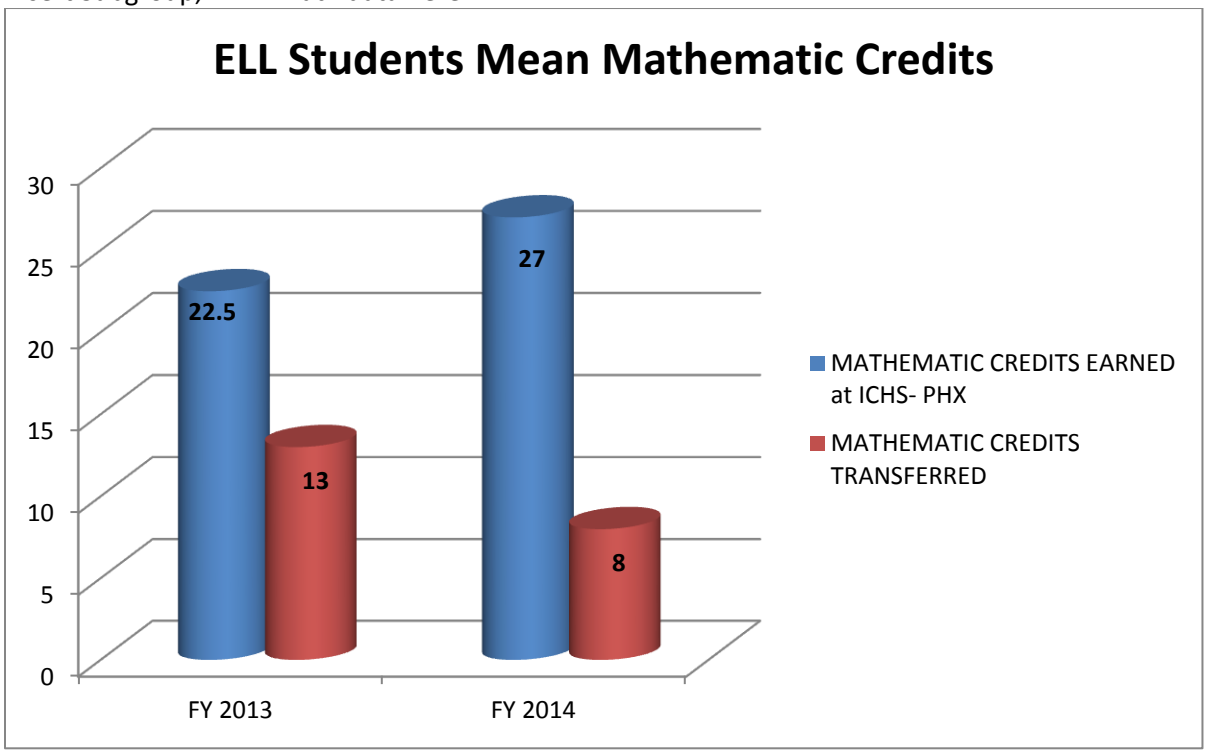


Minimum goal is to earn a score of 410 and desired goal is to earn a score of 450 or above upon completion of course work.

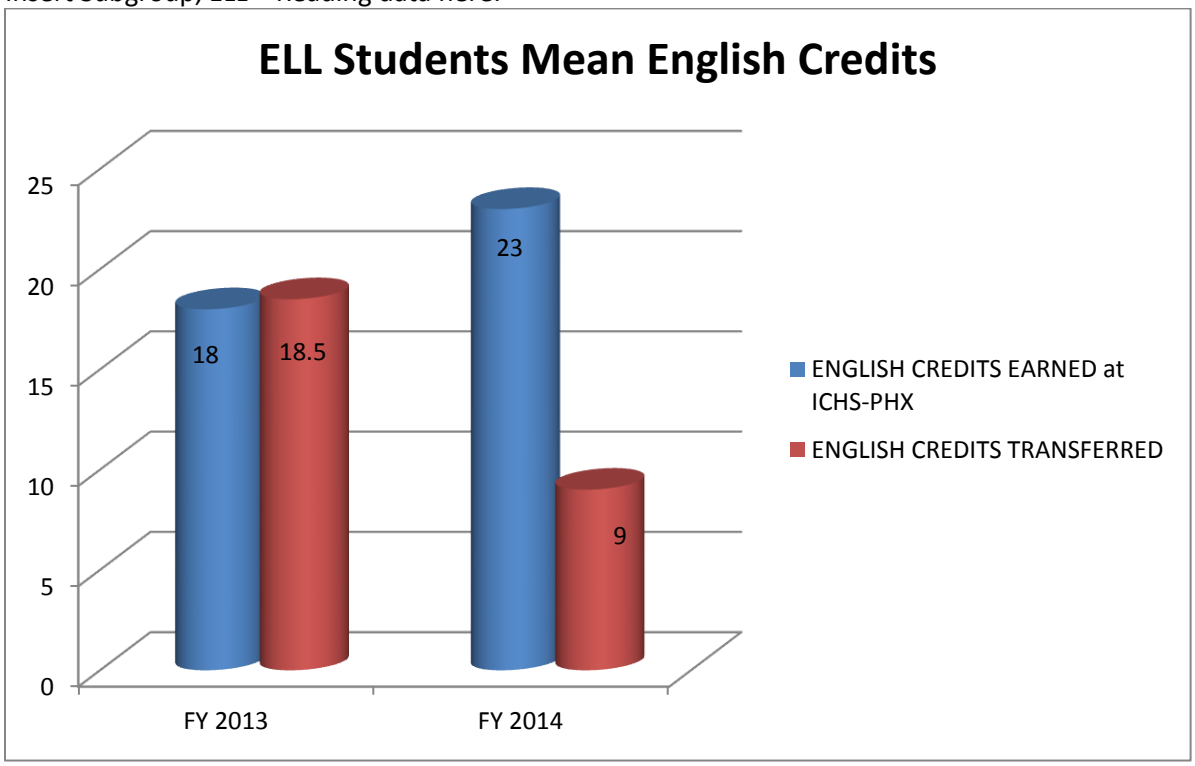
Insert Percent Passing – Math data here:

Insert Percent Passing – Reading data here:

Insert Subgroup, ELL – Math data here:



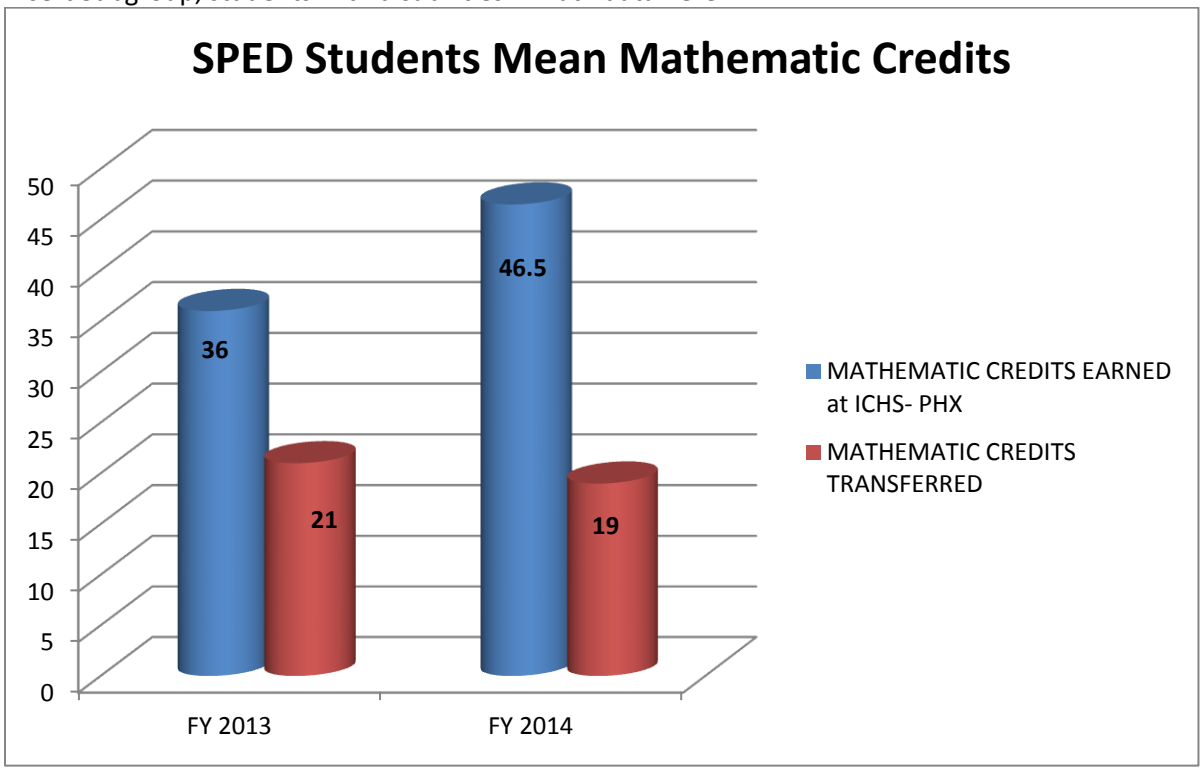
Insert Subgroup, ELL – Reading data here:



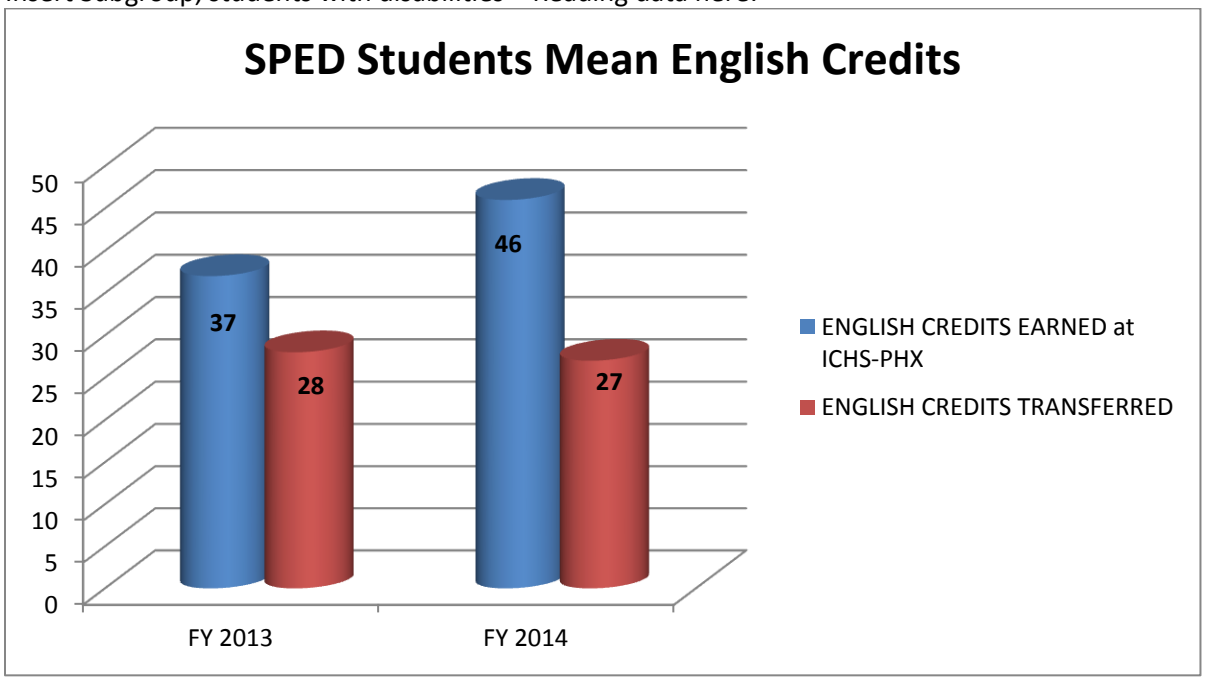
Insert Subgroup, FRL – Math data here:

Insert Subgroup, FRL – Reading data here:

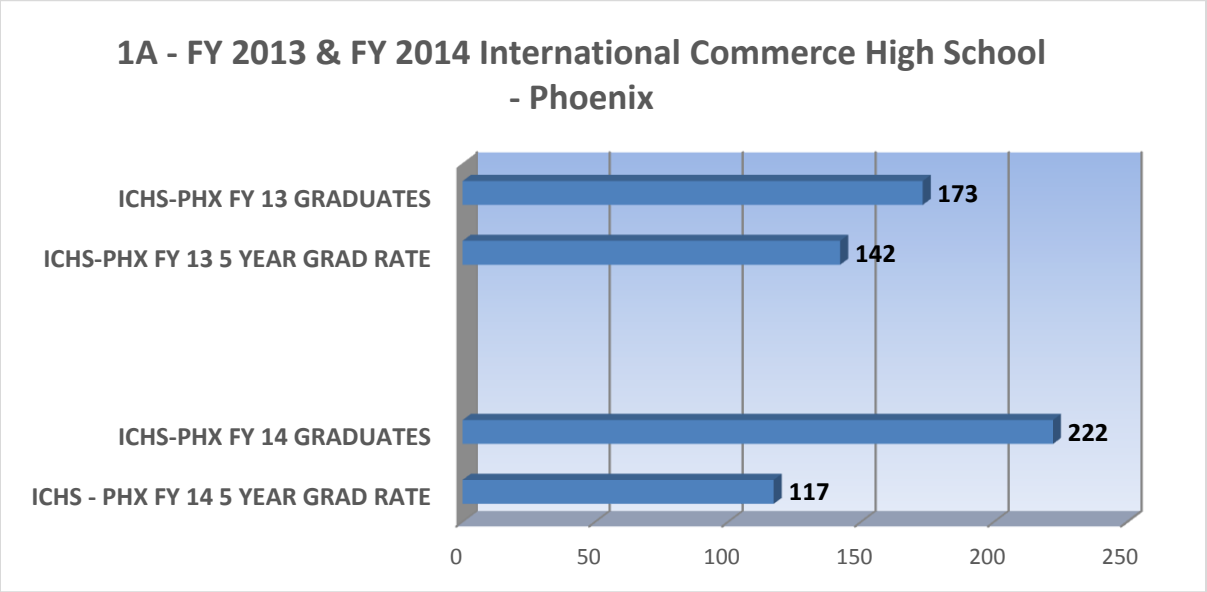
Insert Subgroup, students with disabilities – Math data here:



Insert Subgroup, students with disabilities – Reading data here:



Insert High School Graduation Rate data here:



Insert Academic Persistence data here:
(Alternative Schools Only)

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):
The International Commerce High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations and essays at all levels of the curriculum, the high school administers the American Council on Education Official General Educational Development Practice Test in Language Arts Reading: Fiction, Nonfiction, Poetry and Drama, Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction, Science: Life Science, Earth and Space Science, Physical Science, Social Studies: United States History, World History, Geography, Civics and Government, Economics, and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra (Test forms PA, PB, PC, PD, PF, and PG) to all students as a competency examination. The American Council on Education Official General Educational Development Practice Tests assesses the student's ability to read and process information in these five subject areas. The test is first used as a course placement device when a student enters the high school. Then, at the end of each subject, the student must take the pertinent section of the American Council on Education Official General Educational Development Practice Test. This practice will change for the 2014-2015 school year to include testing monthly. These tests are used as standardized assessment tools at various phases of the student's academic progress to assure, not only competency and improvement, but also retention.

The American Council on Education Official General Education Development Practice Test(s) competency examination test score scale is used to analyze and interpret results of testing. The results of the assessments are expressed on a scale ranging from 200 to 800. This same scale is used for the full-length of the American Council on Education Official General Educational Development Practice Test(s). The standard score is derived from the performance of approximately 15,000 graduating high school seniors. By testing graduating high school seniors, the competency examinations ensure that the knowledge and skills represented by the traditional diploma and the American Council on Education Official General Educational Development Practice Test(s) credential were comparable. The passing standard for the 2002 series, as in previous generations of the test, has been set higher than that for graduation from high school. Nationally, approximately 42% of graduating all high school seniors would be unable to pass the American Council on Education Official General Educational Development Practice Test(s).

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):
The Charter Holder has conducted analyses on all measures in which the International Commerce High School-Phoenix did not meet. Upon evaluation, the results indicate that all students who enroll are either transfer students, adult students who are returning to high school after having dropped out of their previous school or students who have never attended high school. Enrolling students are severely under credited with a combined Grade Point Average of below 2.0 and usually enroll after being informed by their home school that the student will not graduate on-time. Fifth, sixth, and seventh year

seniors (12th graders) are under credited and have not met AIMS and a majority enroll without having met the 10th grade requirements of two English credits, one credit of mathematics, one credit of science and six elective credits. Five year graduation rate relates to fourth year and fifth year high school students at traditional district schools, and does not reflect graduation data that includes 18, 19, and 20 year old adult students nor successful high school equivalency students. Additionally, the five year graduation rate does not reflect actual graduation rate.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[2] The Charter Holder must copy and paste the entire Data area for each school.

School Name: _Humanities and Sciences High School - Phoenix

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☒	☐	☒	☒
Improvement – Reading (Alternative High Schools Only)	☐	☒	☐	☒	☒
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

[2] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☐	☒	☐	☒	☒

Data for All Applicable Measures and Subgroups

4. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

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- redact all student identifiable information.

Insert data here:
Insert Student Median Growth Percentile (SGP) – Math data here:

Insert Student Median Growth Percentile (SGP) – Reading data here:

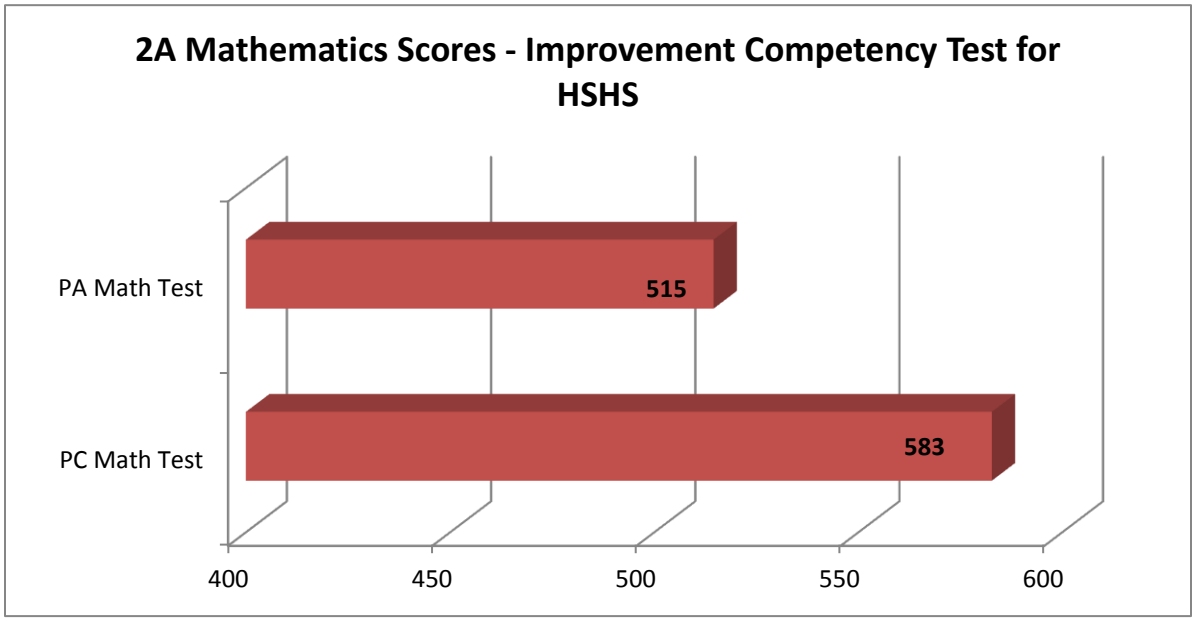
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:

Insert Improvement – Math data here:
(Alternative High Schools Only)

Insert Improvement – Reading date here:
(Alternative High Schools Only)

Insert Percent Passing – Math data here:



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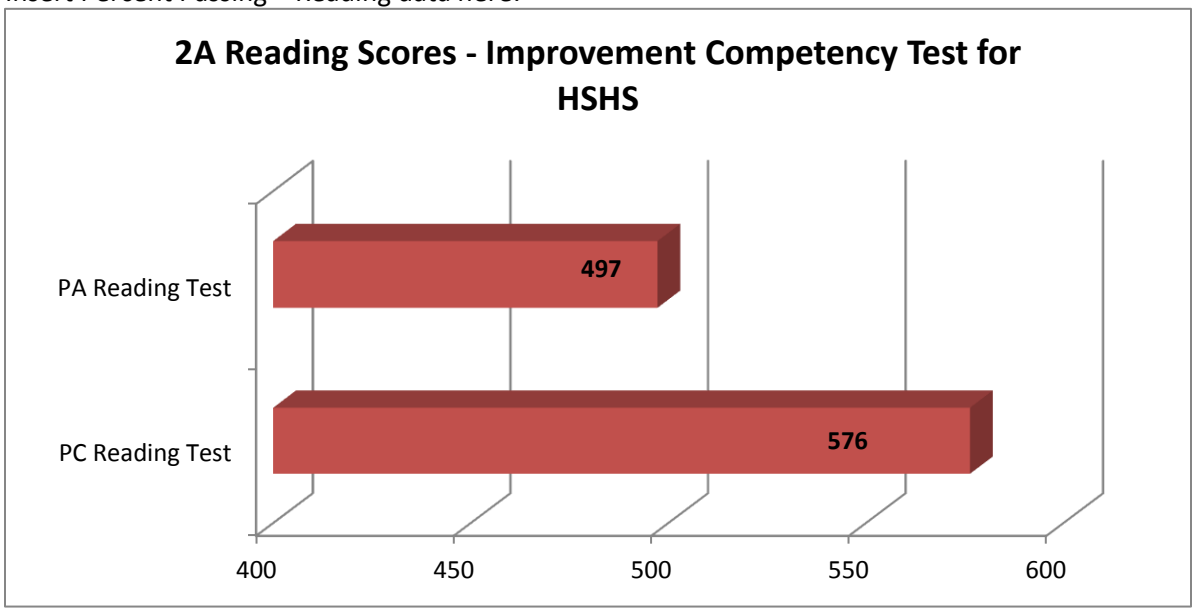


Minimum goal is to earn a score of 410 and desired goal is to earn a score of 450 or above upon completion of course work.

Insert Subgroup, ELL – Math data here:

Insert Subgroup, ELL – Reading data here:

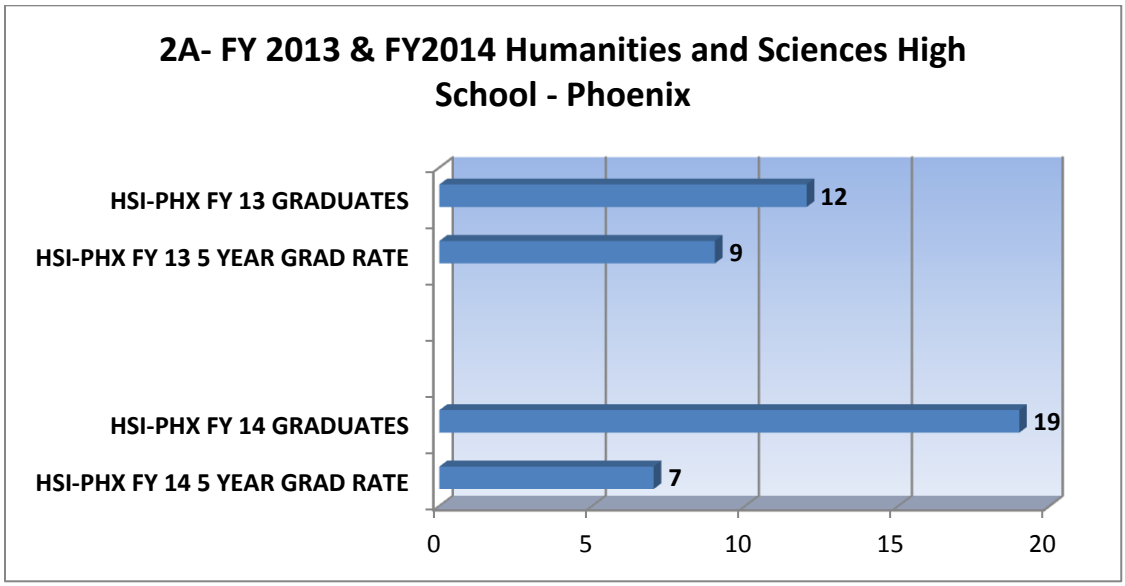
Insert Subgroup, FRL – Math data here:

Insert Subgroup, FRL – Reading data here:

Insert Subgroup, students with disabilities – Math data here:

Insert Subgroup, students with disabilities – Reading data here:

Insert High School Graduation Rate data here:



Insert Academic Persistence data here:
(Alternative Schools Only)

Valid and Reliable Data

5. How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):
The Humanities and Sciences High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations and essays at all levels of the curriculum, the high school administers the American Council on Education Official General Educational Development Practice Test in Language Arts Reading: Fiction, Nonfiction, Poetry and Drama, Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction, Science: Life Science, Earth and Space Science, Physical Science, Social Studies: United States History, World History, Geography, Civics and Government, Economics, and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry, and Part II: Data Analysis, Statistics, Probability, Algebra (Test forms PA, PB, PC, PD, PF, and PG) to all students as a competency examination. The American Council on Education Official General Educational Development Practice Tests assesses the student's ability to read and process information in these five subject areas. The test is first used as a course placement device when a student enters the high school. Then, at the end of each subject, the student must take the pertinent section of the American Council on Education Official General Educational Development Practice Test. This practice will change for the 2014-2015 school year to include testing monthly. These tests are used as standardized assessment tools at various phases of the student's academic progress to assure, not only competency and improvement, but also retention.

The American Council on Education Official General Education Development Practice Test(s) competency examination test score scale is used to analyze and interpret results of testing. The results of the assessments are expressed on a scale ranging from 200 to 800. This same scale is used for the full-length of the American Council on Education Official General Educational Development Practice Test(s). The standard score is derived from the performance of approximately 15,000 graduating high school seniors. By testing graduating high school seniors, the competency examinations ensure that the knowledge and skills represented by the traditional diploma and the American Council on Education Official General Educational Development Practice Test(s) credential were comparable. The passing standard for the 2002 series, as in previous generations of the test, has been set higher than that for graduation from high school. Nationally, approximately 42% of graduating all high school seniors would be unable to pass the American Council on Education Official General Educational Development Practice Test(s).

Conclusions Drawn From Data

6. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):
The Charter Holder has conducted analyses on all measures in which the Humanities and Sciences High School-Phoenix was Not Rated (NR). For both the 2012 and 2013 school years the school enrolled fewer than 30 students each year. Of those students fewer than five each year entered the school without AIMS scores. The American Council on Education Official General Education Development Practice Test(s) demonstrates the progress of all Humanities and Sciences High School-Phoenix students.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): The charter holder, principals and teachers create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards. Revision of the curriculum is completed on a consistent basis in June and July. All students are issued a *Merriam-Webster's Collegiate Dictionary*, *Writer's INC*, *Algebra To Go*, *Geometry To Go*, and *The Dictionary of Cultural Literacy* to use and keep as a resource in postsecondary endeavors.	List documents that serve as evidence of implementation of this process: All course study guides Teacher discussion logs Competency examinations
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): All course study guides are updated in December and in May, June and July upon receipt of the AIMS results and continue to be aligned to the college and career ready standards. The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards. Revision is completed on a consistent basis. Effective instructional strategies and curriculum are discussed, practiced and perfected at the Friday Professional Development meetings. Competency exams, one-to-one discussions with the student, and evaluations at the end of each course identifies gaps in the curriculum	List documents that serve as evidence of implementation of this process: Dates and agendas of the Friday Professional Development meetings.
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): The charter holder, principals, and teachers create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards and student needs. Revision is completed on a consistent basis.	List documents that serve as evidence of implementation of this process: All academic study guides.
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

The charter holder, principals, and teachers are involved in adopting and revising curriculum. When curriculum is deemed ineffectual, teachers, administration, and the charter holder discuss what changes should be made in order to better serve the students academic needs.	implementation of this process: All academic study guides.
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): The charter holder reviews the Arizona College and Career Ready standards to determine which curriculum best aligns with the standards and best serves the needs of the student body.	List documents that serve as evidence of implementation of this process: Arizona College and Career Ready Standards and all academic study guides.
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): International Commerce Secondary Schools, Inc. hires teachers who have minimum double majors and have course work in a language other than English. The professional development conducted every Friday is designed for the teachers to complete a minimum of 12 graduate credit hours annually. All teachers complete 45 days of in-service prior to working with students. Additionally, each teacher completes all core content as if he/she were a student prior to engaging students. All teachers also take all competency examinations. 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.	List documents that serve as evidence of implementation of this process: Faculty employment folders and study guide sign off records.
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): Upon enrollment, students are evaluated by standardized competency examination (Practice A form of the GED practice test), transcripts, state assessment data, and a four day orientation and evaluation to determine what, if any, interventions	List documents that serve as evidence of implementation of this process: Enrollment records Competency Examinations Academic transcripts

are needed. In FY13 The International Commerce High School enrolled 587 students, 414 which were 18, 19, 20 and 21 year old 12th graders, and of those 12th graders 222 (53.6%) enrolled with 10 or fewer credits. In FY14, that percentage increased to 56%. Given these percentages, the onus remains on the school to ensure that all grade level standards are covered for all students and to see that the students graduate within a year of enrollment. Students are given multiple forms of the aforementioned competency exam to gauge student progress. The curriculum is reviewed, evaluated, and modified in December, May, June, and July to make certain that students are served effectively. Student progress data is collected from the entrance examination, competency examinations, state standardized examinations and the graduation examination. Data collected provides the impetus for curriculum changes.	Student AIMS scores
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): The International Commerce High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations and essays at all levels of the curriculum, the high school administers the American Council on Education Official General Educational Development Practice Test in Language Arts Reading, Language Arts Writing, Science, Social Studies, and Mathematics Part I and Part II (Test forms PA, PB, PC, PD, PF, and PG) to all students as a competency examination. The American Council on Education Official General Educational Development Practice Test assesses the student's ability to read and process information in these five subject areas. The test is first used as a placement assessment device when a student enters the high school. Then, at the end of each subject, the student must take the pertinent section of the American Council on Education	List documents that serve as evidence of implementation of this process: The American Council on Education Official General Educational Development Practice Tests and the test results

Official General Educational Development Practice Test. This practice will change for the 2014-2015 school year to include testing monthly. These tests are used as a standardized assessment tool at various phases of the student's academic progress to assure, not only competency and improvement, but also retention. Professional development in-service provides an open forum for collecting, analyzing, and discussing best practices. The high school is constantly updating curriculum in an effort to continuously improve at all levels. Administrators coach teachers to improve teaching strategies.	
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): The International Commerce High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations and essays at all levels of the curriculum, the high school administers the American Council on Education Official General Educational Development Practice Test in Language Arts Reading: Fiction, Nonfiction, Poetry and Drama , Language Arts Writing: Grammar and Usage, Spelling, Punctuation and Capitalization and Essay Construction; Science: Life Science, Earth and Space Science, Physical Science; Social Studies: United States History, World History, Geography, Civics and Government, and Economics; and Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry and Part II: Data Analysis, Statistics, Probability, and Algebra to all students as a competency examination. The American Council on Education's Official General Educational Development Practice Test assesses the student's ability to read and process information in these five subject areas.	List documents that serve as evidence of implementation of this process: Student academic transcripts
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): The charter holder personally reviews the curriculum and the standards to ensure they are in	List documents that serve as evidence of implementation of this process: Updated study guides

alignment.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Student in the Bottom 25% are not considered for SGP because Full Academic Year students are not enrolled year over year. For The International Commerce Secondary Schools, 4 total students fill the criteria set forth by the Department of Education. However, more than 80% of the students enrolled in the International Commerce High School would be considered Tier 2 at-risk students. Students receive high-quality, differentiated instruction in the school's general education setting. The International Commerce High School uses evidence-based general education instruction with a focus on using literacy within the content areas. On days three and four of the student orientation, the new students participate in a four hour orientation which includes the following: • Review and discussion of student handbook and student contract for students to understand the rules and expectations that the school has for its students as well as what the students can expect from the school. • Review and discussion of school brochure to understand the mission and philosophy of how the school operates and how students can access school services. • Introduction to the school's method of instruction by participation in a shared inquiry discussion. Shared inquiry includes multiple readings of a passage and a group discussion over the ideas and meanings contained in the passage. • Review and instruction on how to use primary reference materials to assist students in course assignments. Reference materials that include; *Merriam Webster's Collegiate Dictionary* and *The New Dictionary of Cultural Literacy*.	List documents that serve as evidence of implementation of this process: Academic transcripts Competency examinations AIMS scores Orientation documents including: Introduction to Shared Inquiry *The Two Brothers* by Leo Tolstoy *Merriam Webster's Collegiate Dictionary* assignment "The Theory Behind the Dictionary of Cultural Literacy" Introduction to Calculator Usage

Instruction includes completion of student's second assignment in the first course they are registered in. • Instruction and discussion on calculator basics using the Casio fx-260 scientific calculator. The calculator is an important learning tool for completing mathematics courses as well as preparation for use with standardized testing programs (GED, ACT, SAT).	
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Students are required to demonstrate proficient knowledge one-to-one with an instructor using the Socratic method (Shared Inquiry) of instruction in all content areas including Language Arts Reading, Language Arts Writing, Social Studies, Sciences and Mathematics. Teachers have completed a minimum of 15 hours of Structured English Immersion training.	List documents that serve as evidence of implementation of this process: Rosetta Stone English (U.S.) Levels 1-5 Teacher Discussion Log Teacher employment files
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The charter does not participate in the Free and Reduced Lunch (FRL) program.	List documents that serve as evidence of implementation of this process: N/A
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Teachers participate in professional development in Teaching Adults to Read and Working with Adults with Learning Disabilities. While students are evaluated in the same way as all other students, teachers work within the requirements of the student's Individualized Education Plan. All students experience the same process as an introduction to the school methodology and coursework is assigned based on the entrance exam. Adult students are required to demonstrate proficient knowledge one-to-one with an instructor using the Socratic method (Shared Inquiry) of instruction in all content areas including Language Arts Reading, Language Arts Writing, Social Studies, Sciences and Mathematics. Special education students are in regular	List documents that serve as evidence of implementation of this process: Special Education records Academic transcripts Arizona Department of Education Special Education Review

classroom 100% of the day The percent of youth aged 16 and above with an IEP that includes measurable post-secondary goals, annually updated, based on transition assessments, transition services with courses of study, annual IEP goals related to transition services, and student participation and agency involvement when appropriate 73.6% of Special Education students move on to higher education, employed, and other education/employment. 100% of the Special Education students participate in reading and mathematics courses. More than 70% Special Education students substantially increased their rate of growth in the area of social-emotional skills, acquisition and use of knowledge and skills, and the use of appropriate behaviors.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): The International Commerce High School uses competency examinations and individual pupil portfolios to measure academic achievement. In addition to the written and oral examinations the high school administers the American Council on Education Official General Educational Development Practice Test in Language Arts Reading, Language Arts Writing, Science, Social Studies, and Mathematics Part I and Part II (Test forms PA, PB, PC, PD, PF, and PG) to all students as a competency examination. The American Council on Education Official General Educational Development Practice Tests assesses the student's ability to read and process information in these five subject areas. The test is first used as a placement assessment device when a student enters the high school. Then, at the end of each subject, the student must take the pertinent section of the American Council on Education Official General Educational Development Practice Test. Students also complete assessments that include the AIMS Practice Tests, ACT Practice Tests, and SAXON Mathematics Assessments. These tests are used a standardized assessment tool at various phases of the student's academic progress to assure, not only competency and improvement but also material retention. Additionally, students are required to demonstrate proficient knowledge orally one-to-one with an instructor using the Socratic method (Shared Inquiry) of instruction in all content areas including Language Arts Reading, Language Arts Writing, Social Studies, Sciences and Mathematics.	List documents that serve as evidence of implementation of this process: The American Council on Education Official General Educational Development Practice Test: Language Arts Reading Mathematics Parts I and II ACT Practice Tests SAXON Mathematics Assessments AIMS Practice Tests
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): The American Council on Education Official General Education Development Practice Test(s) competency examination test score scale is used to analyze and interpret results of testing. The results of the assessments are expressed on a	List documents that serve as evidence of implementation of this process: The American Council on Education Official General Educational Development Practice Test ACT Practice Tests

scale ranging from 200 to 800. This same scale is used for the full-length The American Council on Education Official General Educational Development Practice Test(s). The standard score is derived from the performance of approximately 15,000 graduating high school seniors. By testing graduating high school seniors, the competency examinations ensure that the knowledge and skills represented by the traditional diploma and the American Council on Education Official General Educational Development Practice Test(s) credential were comparable. The passing standard for the 2002 series, as in previous generations of the test, has been set higher than that for graduation from high school. Approximately 42% of graduating high school seniors would be unable to pass the American Council on Education Official General Educational Development Practice Test(s). Saxon mathematics is one of the most well know and highly regarded name in mathematics and the ACT practice test is a mirror of the test that students will use to enter college.	SAXON Mathematics Assessments Mathematics competency examinations AIMS Practice Tests
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): End of unit assessment is conducted one-to-one with a teacher. The student is required to demonstrate that he/she has an understanding of the material covered within the unit. This type of assessment is subjective. In keeping with the methodology of Shared Inquiry, the teacher's signature is the assurance that the student understands the material. End of course competency examinations evaluate the student's understanding in an objective manner. Competency exams student knowledge in the following areas: • Language Arts Reading: Fiction, Nonfiction, Poetry and Drama • Language Arts Writing: Grammar and Usage, Spelling Punctuation, and Capitalization and Essay Construction • Science: Life Science, Earth and Space Science, Physical Science • Social Studies: United States History, World History, Geography, Civics and Government,	List documents that serve as evidence of implementation of this process: Course study guides

Economics • Mathematics Part I: Number Operations and Number Sense, Measurement and Geometry and Part II: Data Analysis, Statistics, Probability, Algebra	
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words): A formative assessment, the American Council on Education Official General Educational Development Practice Test(s), is given upon enrollment. This test determines the academic level of the student regardless of age or cohort. Student's progress is assessed during each course by written and oral examination. They are then given a benchmark assessment after each course is completed. Finally, upon successful completion of the course of study, students are given a summative assessment to validate academic growth.	List documents that serve as evidence of implementation of this process: Competency examinations Student academic transcripts Student portfolios
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The passing standard for the 2002 series, as in previous generations of the test, has been set higher than that for graduation from high school. Approximately 42% of graduating high school seniors would be unable to pass the American Council on Education Official General Educational Development Practice Test(s). Saxon mathematics is one of the most well know and highly regarded name in mathematics and the ACT practice test is a mirror of the test that students will use to enter college. Analyzing assessment data is completed in December, May, June and July.	List documents that serve as evidence of implementation of this process: Competency examinations ACT practice test
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): If students do not meet the standard on the competency exam, state standardized exams and oral and written exams demonstrate an adjustment of curriculum is deemed necessary.	List documents that serve as evidence of implementation of this process: Updated and revised study guides Competency examinations AIMS results
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What	

intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Using the results of the competency exams as well as the state standardized test, curriculum is adjusted bi-annually, and instruction is monitored and adjusted through the professional development meetings conducted on Friday afternoons.	List documents that serve as evidence of implementation of this process: Study guides Dates and agendas for Friday Professional Development meetings.
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As students enroll on a daily basis, the bottom 25% of non-proficient students is constantly in flux. Bottom 25% is determined by the enrollment competency exam with scores of 350 or below. Students are then given study guides designed to move them into the high school level and out of the bottom 25%. Upon completion of these study guides, the students are retested using a different form of the same entrance competency exam to determine academic progress. Students have many opportunities to review and to prepare for the exam. Arizona's Instrument to Measure Standards Student study guides are available to all students at each of the campus sites. Additional practice is provided by the Arizona Department of Education through the Pearson website. All teachers are available for tutoring during school hours. Tutoring is available by telephone from 6:00 a.m. to 6:00 p.m. Monday through Saturday or at other times by appointment. Students who have completed *Writers Inc*, *Merriam-Webster's Collegiate Dictionary*, *The New Dictionary of Cultural Literacy*, Algebra/Geometry *Algebra to Go* and *Geometry to Go*, and Mathematics Connections are more likely to pass the Reading and Mathematics portions of the Arizona standardized exam.	List documents that serve as evidence of implementation of this process: Academic transcripts Competency Examinations Study guides Rosetta Stone English (U.S.) Levels 1-5 AIMS scores
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Students are evaluated using the AZELLA placement test. All Pre-Emergent and Basic students are given the Rosetta Stone language	List documents that serve as evidence of implementation of this process: Competency examination

program in addition to traditional studies. Upon completion of Level 1-5 which includes oral examinations, written examinations and a 90% pass rate on all assignments, students will retest on the entrance examination. All teachers have completed courses in Teaching Adults to Read and Working with Adults with Learning Disabilities and have completed a minimum of 15 hours in Structured English Immersion training.	PHLOTE forms AZELLA results Academic transcripts Rosetta Stone English (U.S.) Levels 1-5 AIMS results
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The International Commerce High School does participate in the Free and Reduced Lunch program.	List documents that serve as evidence of implementation of this process: N/A
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Students with disabilities are given extended time on all assessments and are allowed to use a calculator. All teachers have completed courses in Teaching Adults to Read and Working with Adults with Learning Disabilities.	List documents that serve as evidence of implementation of this process: Teacher files

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): The charter holder is primary in integrating the standards by overseeing the curriculum development process. Completed study guides are collected and reviewed to monitor teacher implementation of the Arizona College and Career Ready Standards. Friday Professional Development in-service provides a forum to ensure continued teacher improvement in serving student's needs. All teachers are highly qualified and effective. All teachers have completed courses in Teaching Adults to Read and Working with Adults with Learning Disabilities. All teachers complete 45 days of in-service prior to working with students. Additionally, each teacher	List documents that serve as evidence of implementation of this process: Dates and agendas for Friday Professional Development meetings. Teacher Discussion Logs

completes all core content, Language Arts Reading, Language Arts Writing, Science, Social Studies, and Mathematics classes as if they were a student prior to engaging students. Monitoring instruction dictates the agenda for Friday Professional Development meetings	
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): The charter holder monitors the completion of credits, the improvement shown on the competency examinations, AIMS results and graduation to determine the effectiveness of the instruction.	List documents that serve as evidence of implementation of this process: Academic transcripts Competency examinations AIMS results
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): All instruction is held in a community room, similar to a library, and is conducted one-to-one. The charter holder monitors instruction by observing and interacting with the teachers as they are interacting with the students. Instruction adjustments are suggested to the Principal who then conveys the change to the teacher. Also, completed study guides are collected and reviewed to monitor teacher implementation of the Arizona College and Career Ready Standards. Friday Professional Development in-service provides a forum to ensure continued teacher improvement in serving student's needs.	List documents that serve as evidence of implementation of this process: Policy Manual Dates and agendas for Friday Professional Development meetings. Teacher Discussion Logs
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): Individual strengths, weaknesses, and needs are identified immediately based on observation and student success on competency examinations. Effective instructional strategies are practiced and perfected at the Friday Professional Development meetings.	List documents that serve as evidence of implementation of this process: Teacher Discussion Logs Course study guides
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): All instruction is one-to-one with a teacher and a	List documents that serve as evidence of implementation of this process:

student has multiple teachers for one course. Effectiveness is based primarily on student success or a marked improvement on competency examinations, course completion, and graduation. Feedback is given and practiced daily as needed and weekly at the Professional Development meetings.	Dates and agendas for Friday Professional Development meetings.
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): The primary concerns of each students needs are identified upon entry. The assessments used identify weakness in academic subjects. All students are behind in required course credits. Root causes of the primary concerns for each student are also indicated upon entry during a four day orientation and evaluation. The charter holder analyzes the competency examinations, AIMS results, AZELLA results, and the graduation rate to determine instructional strengths and weaknesses of teachers and uses this information to inform hiring practices. All teachers are highly qualified and effective. All teachers deliver individualized instruction based on student need. All teachers have completed courses in Teaching Adults to Read and Working with Adults with Learning Disabilities. All teachers complete 45 days of in-service prior to working with students. Additionally, each teacher completes all core content, Language Arts Reading, Language Arts Writing, Science, Social Studies, and Mathematics classes as if they were a student prior to engaging students. Friday Professional Development in-service provides a forum to ensure continued teacher improvement in serving student's needs. All teachers have appropriate certification. Constant teaching adjustments are made and practiced on Fridays during the Professional Development sessions.	List documents that serve as evidence of implementation of this process: Competency Examinations High School Equivalency tests Academic transcripts Transition to Graduation including W7 and S7 AZELLA results AIMS results
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

The charter holder ensures that the students deemed the bottom 25%/non-proficient students are given the appropriate curriculum and that they make adequate progress. Students receive high-quality; differentiated instruction in their general education setting. The curriculum is designed to meet student intervention needs from a third grade reading and mathematics level to postsecondary level. Additionally, the International Commerce High School is open 12 months per year, nine hours per day; all students may access the curriculum 24 hours a day, 7 days a week, 365 days a year. Also, the International Commerce High School provides 220 instructional days per year. Curriculum includes Adult Basic Education (ABE), Adult Secondary Education (ASE), Literacy, and English Language Acquisition for Adults (ELAA). Students may also speak telephonically with an instructor after school hours and on Saturdays by appointment.	implementation of this process: Competency examinations School calendar Activity Report AIMS results
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Charter holder ensures that English Language Learners are evaluated within the first 30 school days and for non-Native English learners, and those who test as Pre-Emergent/Emergent or Basic, the Rosetta Stone English (U.S.) Level 1, Level 2, Level 3, Level 4, and Level 5 is provided as a supplemental support.	List documents that serve as evidence of implementation of this process: PHLOTE forms AZELLA placement results Rosetta Stone English (U.S.) Student Completion Reports Competency Examinations
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The International Commerce High School does not participate in this program.	List documents that serve as evidence of implementation of this process: N/A
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): The charter holder ensures that the students with disabilities are given the appropriate curriculum, that they have current Individual Education Plans, and that they make adequate progress through the curriculum. Students receive high-quality;	List documents that serve as evidence of implementation of this process Special Education Report Competency Examinations School calendar

differentiated instruction in their general education setting. The curriculum is designed to meet student intervention needs from a third grade reading and mathematics level to postsecondary level. Additionally, the International Commerce High School is open 12 months per year, nine hours per day; all students may access the curriculum 24 hours a day, 7 days a week, 365 days a year. Also, the International Commerce High School provides 220 instructional days per year. Students may also speak telephonically with an instructor after school hours and on Saturdays by appointment.	Activity Report AIMS results

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): All teachers participate in professional development every Friday to practice and improve teaching strategies based on student need. Focus is primarily on Language Arts Reading and Mathematics. Professional development needs of educators are addressed weekly in person and include Highly Qualified Teacher Position Input, teacher working conditions and standards assessment. Teachers and principals are evaluated by observation, completion of student course study guides, student competency assessments, and state assessments. All students are engaged by all teachers and all administrators.	List documents that serve as evidence of implementation of this process: Dates and agendas for Friday Professional Development
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Weekly meetings with the teachers practicing and discussing best practices and receiving coaching from the administrative staff has been an integral part of the mission of the school since its inception.	List documents that serve as evidence of implementation of this process: Dates and agendas for Friday Professional Development
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): All teachers participate in professional	List documents that serve as evidence of implementation of this process:

development every Friday to practice and improve teaching strategies based on student need. Focus is primarily on Language Arts Reading and Mathematics. Professional development needs of educators are addressed weekly in person and include Highly Qualified Teacher Position Input, teacher working conditions and standards assessment. Teachers and principals are evaluated by observation, completion of student course study guides, student competency assessments, and state assessments. All students are engaged by all teachers and all administrators.	Dates and agendas for Friday Professional Development Teacher Discussion Logs
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): Areas of high importance are determined by the outcome of the AIMS exams and the competency exams. Based on this, teachers participate in professional development every Friday to practice and improve teaching strategies based on student need. Focus is primarily on Language Arts Reading and Mathematics.	List documents that serve as evidence of implementation of this process: Dates and agendas for Friday Professional Development Competency Examinations AIMS results
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Professional development needs of educators are addressed weekly in person and include Highly Qualified Teacher Position Input, teacher working conditions and standards assessment. High quality implementation of the strategies learned in the professional development sessions is ensured by observation, study guide evaluation, and examination results. International Commerce High School revises the curriculum in December, May and June of each year in response to the results of the state assessment results.	List documents that serve as evidence of implementation of this process: Revised study guides Teacher Discussion Log Dates and agendas of Friday Professional Development meetings
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): The charter holder budgets to provide the instructional resources necessary for high quality implementation. Included in this budget are opportunities for external professional	List documents that serve as evidence of implementation of this process: Charter School Annual Budget Staff Development Logs including Great Books Events attendance

development including tuition fees and travel.	
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): All instruction is held in a community room, similar to a library with computers along the perimeter, and is conducted one-to-one. The charter holder monitors instruction by observing and interacting with the teachers as they are interacting with the students. Instruction adjustments are suggested to the Principal who then conveys the change to the teacher.	List documents that serve as evidence of implementation of this process: Revised study guides Teacher Discussion Logs Dates and Agendas of Friday Professional meetings Activity Logs
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): All instruction is held in a community room and conducted one-to-one. The charter holder monitors instruction by observing and interacting with the teachers as they are interacting with the students. Instruction adjustments are suggested to the Principal who then conveys the change to the teacher.	List documents that serve as evidence of implementation of this process: Revised study guides Teacher Discussion Logs Dates and Agendas of Friday Professional meetings Activity Logs Web Traffic Overview
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Teachers are highly qualified and enrolled in a post-baccalaureate degree program or post-baccalaureate diploma program. All teachers participate in professional development opportunities in Language Arts Reading, Language Arts Writing, Mathematics, Natural Sciences, and Social Science. Teachers participate in professional development in shared inquiry, in Teaching Adults to Read, Working with Adults with Learning Disabilities, and American Red Cross Sports Safety Training and Cardiopulmonary Resuscitation Training. Teachers also participate in professional development in World Languages.	List documents that serve as evidence of implementation of this process: Dates and Agendas of Friday Professional meetings Teacher Employment Files
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

Teachers received Structured English Immersion coursework and have completed the same coursework that all English Language Learners are expected to complete. Teachers participated in professional development in shared inquiry and trained in Teaching Adults to Read. Teachers have completed AZELLA training.	implementation of this process: Dates and Agendas of Friday Professional meetings Teacher Employment Files AZELLA training certificates
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The International Commerce High School does not participate in this program.	List documents that serve as evidence of implementation of this process: N/A
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): The primary concerns of each students needs are identified upon entry. The assessments used identify weakness in academic subjects. All students are behind in required course credits. Root causes of the primary concerns for each student are also indicated upon entry during a four day orientation and evaluation. All teachers are highly qualified. All teachers participate in professional development opportunities in Language Arts Reading, Language Arts Writing, Mathematics, Natural Sciences, and Social Science. All teachers participate in professional development in shared inquiry, in Teaching Adults to Read, and Working with Adults with Learning Disabilities.	List documents that serve as evidence of implementation of this process: Dates and Agendas of Friday Professional meetings Teacher Employment Files

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): More than 85% of the entering students are severely under credited in English, mathematics, social studies, and sciences and more than 70% of entering students have not passed and/or taken the Arizona's Instrument to Measure Standards in Reading, Writing, or Mathematics assessments. Entering students behind in course credits (85% of population) Most students enrolled in the	List documents that serve as evidence of implementation of this process: Academic transcripts Phone call Logs Student Management System e-College platform and completion log

International Commerce High School are working adults. Many students are married and/or have families to support. The majority of student are 18 years of age or older. Many students turn 21 years of age prior to completing their high school diploma. Charter holder and his representative evaluate transcripts and assessment scores of entering students then place students in appropriate content and academic skill level required courses for graduation from high school English, Social Studies, Mathematics, Science, Fine Arts or Vocational, and Electives They are enrolled in two courses at a time. All courses teach reading, writing skills, and critical thinking skills. All courses are aligned to Arizona College and Career Ready Standards (ACCRS) Each half credit course should be completed in 15 to 20 school days Charter holder uses course recovery courses based on appropriate assessment scores and transcript evaluation.	
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words): The charter holder identifies students who are not successfully progressing through the curriculum by monitoring the student management system and the E-college platform. Adult students that are not progressing successfully through the required courses are given follow-up phone calls.	List documents that serve as evidence of implementation of this process: Student Management System e-College platform and completion log
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): Most adult students are under credited in mathematics, English and sciences. The curriculum is designed to meet student intervention needs from a third grade reading and mathematics level to postsecondary level. Curriculum includes Adult Basic Education (ABE), Adult Secondary Education (ASE), Literacy, and English Language Acquisition for Adults (ELAA).	List documents that serve as evidence of implementation of this process: Sequenced study guides
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

Academic progress culminating in commencement has steadily improved over the past three years.	implementation of this process: Competency Examinations High School Equivalency tests Academic transcripts Transition to Graduation including W7 and S7

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words): More than 80% of the students enrolled in the International Commerce High School would be considered Tier 2 at-risk students. Arizona Revised Statutes require the charter holder serve student up to 21 years of age. A gross majority of these adult (ages 16 to 21) students are under credited in mathematics, English and sciences courses. A majority of the students attending International Commerce High school come from low income households. Parents are generally not involved in their children's academics per the student population. Seventy-five percent of students are above 18 years of age or older and an additional 20 percent will be 18 years of age before the end of the school year. Several students live in group homes and several students are refugees. Students are respected as adults and therefore, behave as adults. Almost 5 percent of students are adjudicated youth. Surges in enrollment at the High School come just before and just after the Arizona Instrument to Measure Standards testing is scheduled and when high school seniors are notified that they will not graduate. Less that 20% of students have access to a computer at home. Most students enrolled in the International Commerce High School are working adults. Many students are married and/or have families to support. The majority of student are 18 years of age or older. Many students turn 21 years of age prior to completing their high school diploma.	List documents that serve as evidence of implementation of this process: Academic transcripts Competency Examinations Orientation documents
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words): A majority of newly enrolled students are deficient in their non-elective high school graduation course requirements and have not passed and/or take the	List documents that serve as evidence of implementation of this process: School Calendar

Arizona Instrument to Measure Standards test Individual Educations plans are required for all students. Students are given accelerated courses, given continual feedback, and credits are awarded monthly upon completion of course. The High School is an Open Entry school and provides for each student the ability to graduate upon completion of his/her high school course of study. All students are introduced the school through a four-day orientation which includes: • completion of a competency test to measure skill level in language arts reading, language arts writing, mathematics, social studies, and science • review of the school's mission and philosophy of how the school operates and how students can access school services • introduction to the school's method of instruction the a short story by Leo Tolstoy, *The Two Brothers* • review and instruction on how to use primary reference materials (including *Merriam Webster's Collegiate Dictionary* and *The New Dictionary of Cultural Literacy*) to assist students in course assignments and to help them become lifelong learners • completion of the first assignment in the first course the students are registered in • introduction to calculator basics using the Casio fx-260 scientific calculator, an important learning tool for completing mathematics courses as well as preparation for use with standardized testing programs (GED, ACT, SAT). Students receive high-quality, differentiated, instruction in their general education setting. The International Commerce High School uses evidence-based general education instruction with a focus on using literacy within the content areas. The International Commerce High School provides students with the flexibility to take courses on-line	Academic transcripts Competency Examinations Orientation documents Study guides

or on paper, choose the hours of attendance most conducive to his or her work or family schedule, and we offer after hour telephonic tutoring.	
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): The charter holder determines the effectiveness of these strategies by evaluating the number of courses completed, number of 18, 19, 20 year old students enrolled, improvement on the competency examinations, successful High School Equivalency examination, and graduation.	List documents that serve as evidence of implementation of this process: Competency examination Course completion records Student surveys Commencement records including W7 and S7 High School Equivalency exam results

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