Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Education Group
School Name: East Valley High School
Site Visit Date: March 2, 2015

Required for: Annual Report
Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
[G.1] **GRADUATION PLAN** **Student Graduate Requirement Profile for freshman student**	**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 new students upon entering the school complete a course of study to ensure that they are on track to complete the requirements of high school. The Academic Progress Acknowledgement Plan provides what courses the student needs and includes a transcript, student graduate requirement profile, attendance record, semester grades, and A+ student progress. The student meets with the principal initially at the enrollment of the school and a mid-year check is conducted prior to Winter Break. • Students with significant deficiencies are placed into the Success Center online learning lab where they are able to earn credits based on their own learning speed using the A+ program. • All ninth grade students complete a 4-year course work plan to help guide them and ensure they receive their credits within the 4 years.
[G.2] **GRADUATION PLAN** **D-F List**	**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:** • Students are monitored on regular and consistent basis with quarterly progress reports and daily informal reports from teachers. The quarterly progress reports provide the credit and grade a student has earned per semester and identifies what credits are still needed for Math, English, Social Studies, Science, and Electives. • The Charter Holder provided a list that is created by the registrar to identify those seniors that are receiving low grades and require additional counseling with the school counselor.
[G.3] **GRADUATION PLAN** **Friday School Student Sign In** **Friday School Plan 2013-14** **Tutor Forms**	**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:**

	• Structured RTI is employed primarily for upperclassmen needing to pass state tests as part of the current graduation requirements. • Tutoring is provided through a contracted agency. Students are selected based on which tests the student scored FFB/Approaches in AIMS. Tutoring dates are set for a period of time for each student selected. • Friday school tutoring is also available with the teaching staff. The Academic Progress Acknowledge Plan, in the recommendation section will indicate a student needs to attend Friday school. The Charter Holder provided a plan that describes the students that should appear for Friday school. They include Cyber students, Mandatory Friday School students, and students that have come for tutoring/makeup work time.
[G.4] **Copy of Grad Rate Percent**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the data the Charter Holder can provide to demonstrate that these strategies are effective **The documents provided do not demonstrate evidence of the following:** • The Charter Holder provided charts to demonstrate credit completion based on the number of years a student has been with the school and the average credit deficiencies based on the number of years a student has been **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder did not provide additional information to indicate how measuring credit completion and credit deficiencies address the success of the strategies provided to take a student to graduation.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. [signature]

I, Kathy Tolman, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. Kathryn Tolman