

AGENDA ITEM: Request to Expand Charter School Operations – Maricopa County Community College District on behalf of Phoenix Preparatory Academy

Issue

Maricopa County Community College District on behalf of Phoenix Preparatory Academy (MCCCD) did not meet the Board's academic performance expectations for FY 2014, and was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. MCCCD submitted an Enrollment Cap Notification (ECAP) Request to increase the enrollment cap from 100 to 146.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narrative (presented in the Appendix: A. Notification Request Materials), MCCCD plans to expand its student population each year. The narrative also includes a timeline for implementation including the projected number of students served per grade for FY 2017.

Supporting Information

MCCCD submitted floor plans and a current Fire Marshall Inspection Report that support the requested increase.

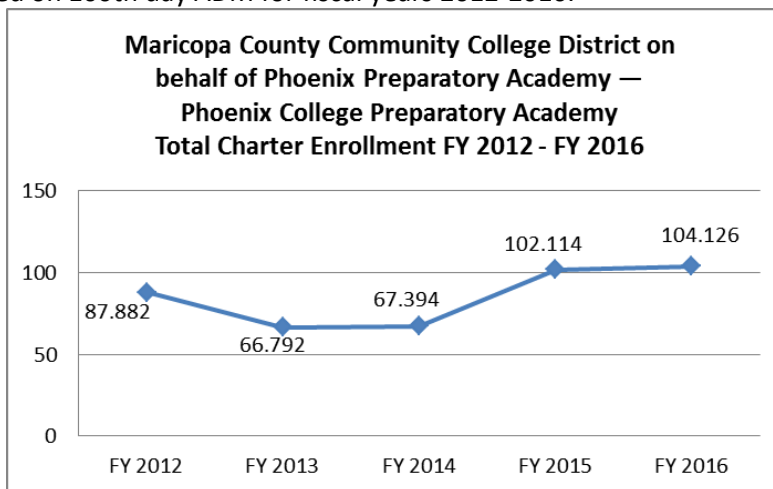
I. Background

MCCCD was granted a charter in 1999, which is currently approved for grades 9-12. MCCCD operates one school. See table below.

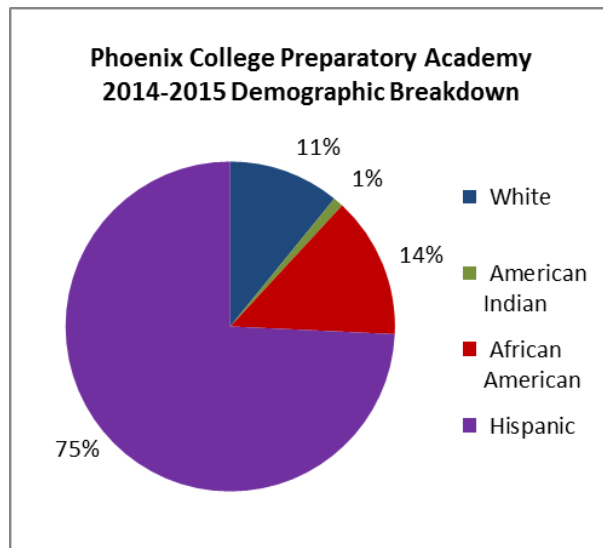
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Phoenix College Preparatory Academy	September 1999	Phoenix	9-12	104.126	180

Mission Statement for Maricopa County Community College District on behalf of Phoenix Preparatory Academy: "Through a shared vision, Phoenix College Preparatory Academy is committed to creating and sustaining a community where all learners will pursue high standards to succeed in college and career."

The current enrollment cap for MCCCD is 100. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012-2016.



The demographic data for MCCCCD from the 2014-2015 school year is represented in the chart below.¹



The percentage of students served by MCCCCD in the 2014-2015 school year who are eligible for Free or Reduced Price Lunch (FRL), are classified as English Language Learners (ELL) or classified as students with disabilities is represented in the table below.²

School Name	FRL	ELL	Students with Disabilities
Phoenix College Preparatory Academy	84%	2%	4%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder's academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Phoenix College Preparatory Academy for FY 2012-2014, as based on the Board's academic framework, is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Phoenix College Preparatory Academy	September 1999	9-12	57.50/D	67.50/B	60.00/B

¹ Information provided by the Research and Evaluation Division of the ADE.

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

III. Additional School Choices

Phoenix College Preparatory Academy received a letter grade of B and an overall rating of Does Not Meet the Board's academic performance standard for FY 2014. The school site is located in Phoenix near the intersection of 7th Ave and W. Osborn Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 19 schools serving grades 9-12 within a five mile radius of Phoenix College Preparatory Academy that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A-F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Phoenix College Preparatory Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

Phoenix College Preparatory Academy				ELA 32%	Math 31%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ($\pm 5\%$)	Comparable Math ($\pm 5\%$)	Charter Schools	Meets Board's Standard
A	6	3	3	2	2	3	2
B	5	0	0	2	4	4	3
C	7	0	0	3	4	4	0
F	1	0	0	0	0	1	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Phoenix College Preparatory serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.³

Phoenix College Preparatory Academy		84%	2%	4%
Letter Grade		Comparable FRL ($\pm 5\%$)	Comparable ELL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
A		1	2	5
B		0	1	1
C		4	5	2
F		0	0	0

IV. Demonstration of Sufficient Progress – FY 2015 and FY 2016 Internal Benchmarking Data

MCCCD submitted internal benchmarking data for FY 2015 and FY 2016 with the ECAP request because the school operated by the Charter Holder did not meet the academic standards set forth by the Board.

Staff conducted a desk audit to review the internal benchmarking data submitted with the ECAP request.

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 3 out of the 10 measures required by the Board.

Based on the findings summarized above and described in Appendix D: Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

V. Board Options

Option 1: The Board may approve the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap of the charter contract of Maricopa County Community College District on behalf of Phoenix Preparatory Academy from 100 to 146.

Option 2: The Board may deny the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap of the charter contract of Maricopa County Community College District on behalf of Phoenix Preparatory Academy, for the reasons that: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A

NOTIFICATION REQUEST MATERIALS



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	MCCCD on behalf of Phoenix College Prep Academy	Schools	Phoenix College Prep Academy
Charter Holder Entity ID	81175	Dashboard Year	FY16
Submission Date	February 12, 2016	Purpose of DSP Submission	Expansion

DSP CHECKLIST

- ☐ Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- ☐ Determine if the Charter Holder is exempt or waived from any of the measures.
- ☐ Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- ☐ Complete the Charter Holder Information.
- ☐ Complete Area I: Data of the DSP Report Template.
- ☐ Complete the Data Submission Spreadsheet and prepare accompanying source data.
- ☐ Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- ☐ Save files as directed in the DSP Guide for Charter Holders.
- ☐ Submit DSP by the deadline date described in the notification letter.

SUBMITTED with PMP



February, 2016

Ms. Medina,

I am writing regarding Phoenix College Preparatory Academy's desire to increase the enrollment capacity number from 100 to 400. Our facilities (will hold 550), staffing, recruiting, financial viability and dedication to continuing academic improvement demonstrate we are ready for this expansion. The Maricopa Community College board has approved this request.

RECRUITING:

There are two major reasons for this need to expand:

1. 91 of the 100 students we started the school year with are underclassmen.
2. We have 60 8th graders pre-registered for next year and a waiting list of 30 other students
 - We would like to grow progressively by adding 60 freshmen per year until we reach 240 when this group of freshmen are seniors; then we can expand further
 - We are confident we will have 60 freshmen per year if given permission to expand our CAP number. Many students want to come to Phoenix College Preparatory Academy because of the concurrent enrollment with Phoenix College that is paid for by Phoenix College Preparatory Academy for qualifying individuals. We are getting calls daily from parents who want to enroll their student in our school and have a waitlist.

STAFFING

The high school's current level of staffing will ensure that all learners will pursue high standards to succeed in college and career. Phoenix College Preparatory Academy is staffed as follows:

- 1 full time, highly qualified instructor, in Language Arts, ELL, US History, and American Government
- 1 full time, certified and highly qualified instructor in Mathematics, Biology, Art and Chemistry
- 1 full time, certified and highly qualified instructor in Special Education, Reading, Earth Science, Title I and Mathematics
- 1 full time, certified and highly qualified instructor in Mathematics
- 1 full time, highly qualified instructor in Visual Arts, World History, US History, and Economics
- 1 part time, highly qualified instructor in Mathematics
- 1 part time Lunch Coordinator
- 1 full time Office Coordinator
- 1 part time Counselor
- Additional staff added as needed in 2016-17 and 4 full time in 2017-18

Keith Brown
Principal



**MARICOPA
COMMUNITY
COLLEGES®**

Maricopa County Community College District Governing Board Minutes May 26, 2015

A public hearing, special session, regular meeting, and executive session of the Maricopa County Community College District Governing Board were scheduled to be held beginning at 6:30 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to ARS §38-431.02, notice having been duly given.

GOVERNING BOARD

Tracy Livingston, President
Johanna Haver, Secretary
Doyle Burke, Member
Alfredo Gutierrez, Member
John Heep, Member
Jane McGrath, Member
Dana Saar, Member

ADMINISTRATION

Rufus Glasper
Maria Harper-Marinick
Debra Thompson
LaCoya Shelton-Johnson
Edward Kelty
Steve Helfgot
Lee Combs
Linda Lujan
Ernie Lara
Steven Gonzales
Janet Langley for Irene Kovala
Shouan Pan
Paul Dale
Paul DeRose for Chris Haines
Chris Bustamante
Jan Gehler
Shari Olson
Gene Giovannini

CALL TO ORDER

The public hearings were called to order at 6:31 p.m.

PUBLIC HEARINGS

The Maricopa County Community College District presented its proposed FY2015-16 budget (\$1.4 billion) for adoption. There was no proposal to increase tuition or property tax levy. President Livingston provided the opportunity to address the Governing Board concerning the proposed budget. One citizen and tax payer asked to present.

Reverend Dr. Robin Hollis, from Valley Interfaith Project (VIP), mentioned she was a deacon of the Arizona Episcopal Diocese and said she wanted to recognize MCCCCD and the role it plays in Arizona. She appreciates that role and she wanted to thank the administration for ensuring that Maricopa's families have a place to get a higher education and workforce development. She asked the Board to consider a few facts as it pondered its budget decision: MCCCCD is the most affordable higher education opportunity for the community especially in light of the fact that approximately 68% of jobs will require post-secondary education by 2020. MCCCCD also remains the largest provider of job training. With the State's decision to winnow its support down to zero it sends the wrong message to the community. She hopes the State recovers its senses and re-engages support for higher education. There can be no greater investment in human capital than higher education. She applauds the Board's courage and gives it thanks.

The Maricopa County Community College District then considered the proposed budgets for GateWay Early College High School (GWECHS) and Phoenix College Preparatory Academy (PCPA) for FY2015-16. President Livingston asked the Vice Chancellor of Business Services, Ms. Debra Thompson, to present the budgets under consideration. Ms. Thompson asked the principal of GWECHS, Ms. Lisa Smith, to provide additional information.

Ms. Smith reported that enrollment was expected to increase from 267 to 273. Average daily membership is expected to increase slightly from 262 to 265. State based funding per student increased slightly from \$3,373.11 to \$3,426.74. The State will provide \$2,022.02 in additional funding (including an inflation rate of 1.59%). The allocation of Prop 301 funds per student remains the same at \$295. All instructional programs and staffing remain unchanged and additional funding is earmarked for instructional materials and increased costs of fundamental items (i.e., bus passes, paper, etc.)

Ms. Thompson then asked the principal of PCPA, Mr. Keith Brown, to provide additional information. Mr. Brown reported that enrollment was expected to increase from 90 to 120 (the maximum number of students the school can have is 100 although the Board is considering his request to increase the cap to 400). Average daily membership is expected to remain static. State based funding per student increased slightly from \$3,373.11 to \$3,426.74. The State will provide \$2,022.02 in additional funding. Prop 301 funds per student remain at \$295. PCPA's budget is increasing in a few budget areas due to enrollment increases. The transportation budget for 2015-16 has increased due to more students. PCPA is hoping to add breakfast to its lunch program at no additional costs this year.

President Livingston then provided an opportunity to address the Governing Board concerning the proposed charter school budgets. No citizens asked to present.

President Livingston concluded the public hearings to adopt the proposed budget for FY2015-16 and to approve the proposed budgets for the two charter schools. Copies of the budget presentations are in the appendix.

The Public Hearings were concluded at 6:50 p.m.

SPECIAL SESSION

President Livingston convened a Special Session immediately following the public hearings.

ITEM 1.1 ADOPTION OF PROPOSED MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT BUDGET FY2015-16—adopt proposed FY 2015-16 Budget. The General Fund, Current Auxiliary Fund, Current Restricted Fund, and Plant Fund total \$1.5 billion. Pursuant to Arizona Revised Statutes, the proposed Legal Budget has been made available online on the District's main web page and was published in Arizona Republic on May 11th and May 18th.

Some Board members asked to provide background on their decision:

- Mr. Burke: He asked the Board to consider strongly entertaining the notion to increase property tax levy and tuition next year.
- Mr. Gutierrez: He feels this budget reflects 'planned obsolescence' and if MCCCC goes into the future with a flat budget, many things will begin to take a toll on the district (e.g., inflation, demoralization of employees, and 'magically maintained' buildings). The Board has to consider the consequences. The costs are known (maintenance, not increasing salaries/COLA) so MCCCC knows what to expect. He votes 'aye' with great hesitation and hopes this Board realizes if this continues MCCCC may become a second-rate institution.
- Mr. Heep: He thanked the administration and Board for reviewing the budget process and the continuous plans to free up capital for continued growth in the district.
- Mrs. McGrath: She remarked this was the third budget she has participated in development of and the only one which was completed by someone else and presented to the Board and explained by staff. She cannot vote yes for something she had not role in.
- Mrs. Livingston: She thanked everyone who worked on the budget and said she was proud of it. She disagrees that it is planned obsolescence, rather it is time to think way outside the box—time to get a little dirty and plan for what is next.

MOTION

Motion 10299

Board Member Saar made a motion to adopt Item 1.1. Board Member Haver seconded. In accordance with state law, the Governing Board voted on this motion by roll call: Mr. Burke—aye; Mr. Gutierrez—aye; Mrs. Haver—aye; Mr. Heep—aye; Mrs. Livingston—aye; Mrs. McGrath—nay; Mr. Saar—aye. By a vote of 6-1 (McGrath), the motion passed.

ITEM 1.2 APPROVAL OF PROPOSED GATEWAY EARLY COLLEGE HIGH SCHOOL BUDGET FY2015-16—approve the 2015-2016 proposed budget for Gateway Early College High School (GWECHS) in the amount of \$2,098,993.

MOTION

Motion 10300

Board Member Saar made a motion to approve Item 1.2. Board Member Gutierrez seconded. Motion passed 7-0.

ITEM 1.3 APPROVAL OF PROPOSED PHOENIX COLLEGE PREPARATORY ACADEMY BUDGET FY2015-16—approve the 2015-2016 proposed budget for Phoenix College Preparatory Academy (PCPA) in the amount of \$796,686.

MOTION	<p><u>Motion 10301</u> Board Member Saar made a motion to approve Item 1.3. Board Member Gutierrez seconded. Motion passed 7-0.</p>
ADJOURNMENT	The Special Session was adjourned at 7:00 p.m.
CALL TO ORDER	The Regular Board Meeting was immediately called to order following the Special Session.
SUBSTITUTIONS	There were two substitutions for members of the CEC.
PLEDGE OF ALLEGIANCE	The assembly pledged allegiance to the United States of America led by Mr. Burke.
CLASS ACKNOWLEDGEMENTS	There were no classes present.
STUDENT LIFE REPORTS	<p>Rio Salado College (RSC) Student Life and Leadership (SLL) members approached the podium and reported on activities at the college. The purpose of SLL is to engage students in activities and organizations outside of their academics. Rio Salado may not offer traditional "campus" life, but it does provide many ways for students to get involved and add value to their academic experience. Students can be online and engaged by participating in the National Society of Leadership and Success (NSLS), Phi Theta Kappa International Honor Society (PTK), Student Public Policy Forum (SPPF), Be a Leader Foundation Mentorship Program, Chancellor's Civic Leadership Medallion, or Student Leadership Retreat. Students shared the National Society of Leadership and Success induction requirements (orientation, leadership training day, three reflections on speaker broadcasts, and three success networking team meetings) and what is required to be considered for a National Engaged Leader Award (six reflections on speaker broadcasts, six success networking team meetings, and five hours of community service). This is the second year of Rio's chapter. About 120 students joined and 35 students were honored as inducted members. In total, 13 students received the National Engaged Leader Award. Students then went on to describe Rio's Phi Theta Kappa International Honor Society requirements: cumulative GPA 3.50+, 12 credits completed, currently enrolled at RSC, Phi Theta Kappa application, and a membership fee. Rio's PTK International Honor Society is a Five Star Chapter of the largest honor society in higher education and provides commencement student speaker candidates and commencement student marshal candidates. It hosted the PTK Honors' Institute for the Arizona Region and the Honors-In-Action Project with the City of Tempe Public Library focused on drawing females into STEM fields. Opportunities on the horizon include creation of student clubs, expansion of Student Life participation at RSC locations, increased community service projects, new college mascot-related activities, and much more!</p> <p>RSC Student Governance Members: Vanessa Williams, Theresa Maheux, and Jacques Osley.</p>
COLLEGE REPORTS	<p>Dr. Paul Dale, President of Paradise Valley Community College (PVCC), remarked this report exemplifies the power of MCCCDC's partnerships with employers, grants, and the leadership at the college. He then introduced Ms. Christie Colunga, Early Childhood Education faculty at PVCC, to speak. Ms. Colunga informed the Board that the AAS degree in Early Childhood Education offered by PVCC is accredited by the National Association for the Education of Young Children (NAEYC). An explosion of research highlights the importance of early life experiences and the central role of early relationships (<i>From Neurons to Neighborhoods: the Science of Early Childhood Development</i>, 2000). PVCC responded to several grant opportunities in 2010-2015 including: Early Childhood Teacher Professional Development in Language Acquisition and Literacy, a Helios Education Foundation grant, which sought to update and unify Arizona's approach to language acquisition and early literacy by establishing foundational, standard college course work. Researcher, Dr. Eva Shivers, Indigo Cultural Center, Phoenix (2010- present), with a grant award of \$327,302; Central Maricopa Infant Toddler Project, a First Things First grant, which was a pilot program to improve the quality of infant and toddler care and early education in the region using standardized and qualitative measure to determine effectiveness. Researcher, Dr. Diana Schaack, San Diego State University (2011-2014), with a grant award (over five years) of \$1,200,000; and Professional Development for Early Care and Education Professionals, also a First Things First Grant, which featured community building through facilitated conferences and communities of learners, extended contact with experts in the field, and the use of protocols (2010-2015), with a grant award of \$896,543. Outcomes included students' ability to study with national and international leaders in the field. The Central Maricopa Infant Toddler Project aligned college coursework with the nationally recognized Program for Infant Toddler Care. Thirty six teachers and nine directors</p>

had the opportunity to enroll in six college credits aligned with professional development. They have seen incredible participation—First Things First Professional Development for Early Care and Education Professionals Grant had approximately 600 a year for five years resulting in over 3,000 participants (duplicated count) from over 60 different early childhood programs that were given the opportunity to enroll in 24 different college courses. Projects included New Landscapes for Learning so kids could continue to learn while they played outside. They created new leaders with strong voices and truly felt the professional development opportunities provided cutting edge information that changed their view of the world.

Dr. Linda Lujan, President of Chandler-Gilbert Community College (CGCC), introduced Mr. Noel Morelos, Political Science faculty and advisor for CGCC's Model United Nations (Model UN), team to speak. Mr. Morelos said their work includes simulated diplomacy and international relations projects and CGCC recently hosted the 65th Model United Nations of the Far West (MUNFW) in April in California. He then introduced the student speakers: Mallory Kurtz, Richard Anson, and Laurel Smith to present. The students reported on MUNFW saying it is one of the original five Model United Nations conferences commissioned by the United Nations; Eleanor Roosevelt was the second keynote speaker; and past hosts include Stanford, San Francisco State University, Mesa Community College, UC Berkeley, and Arizona State University. The theme was *The Reach of the UN in the Modern Era: The Conflict Between Individual, Collective, and Sovereign Rights*. Committees simulated included GA, UNESCO, IMO, UNHCR, UNHRC, Security Council, and Sixth Committee. The students reported that they were the first school to bring up LGBTQ topics—which is now gaining momentum. Their Career Fair included the Peace Corps, Department of State, Hunger Watch, and the U.S. Army. They launched a social media aspect for the fair and received good feedback from the State Department about it.

Dr. Chris Bustamante, President of Rio Salado College (RSC), introduced Mr. Otis White, Faculty Chair for Business and Public Administration at Rio, who presented on the great partnership between MCCC and industry partners (insurance). At the Insurance Industry Summit – April 2014, he learned that there are 7,000+ employment positions currently available in Maricopa County and in the next five to seven years this number will increase to 15,000. Insurance is a dominant industry growth sector in Arizona and nationwide and offers high paying jobs with a broad range of career options within the industry. MCCC works with an advisory committee comprised of 46 members and represent 23+ national and local companies and organizations. Committee members come from RSC, MCC, GCC, NAU, and the National Industry Education Organizations. In 2014-2015 they met to create the CCL and a new course and created sub groups to work on course competencies, workforce outreach, and program promotion. They also worked with MCCC's Workforce Development Team. Major milestones include: \$43,000 raised to support the program, \$15,000 allocated to a scholarship fund which initially produced three scholarships per semester (one per site—RSC, MCC, and GCC); establishment of a High School Outreach / Bridge Program; focus on Veterans and Re-careering Adults; planning for an AAS in Insurance Studies to begin Fall 2015; online transfer programs to the university planned; and Credit for Prior Learning established for Employees in the Insurance Industry. He said that higher education's role in developing the insurance workforce includes: building interest among young people, helping provide re-training for career shifts, developing programs to help existing workforce move up and succeed, and giving new entrants a leg up in competing for jobs.

FACULTY EXECUTIVE COUNCIL (FEC) REPORT

Ms. Salina Bednarak, President of the Faculty Association (FA), reported she was the new President and said she was proud to work for Maricopa and the students it serves. She said residential faculty members dedicate their lives to students and FA supports efforts that are transformative for students and meaningful for faculty. They also work with the Adjunct Faculty Association (AFA) and understand that, while the system relies heavily on adjuncts, FA wholeheartedly agrees that increasing the number of residential faculty is necessary. She promised to work together with the Board to meet the needs of the institution.

ADJUNCT FACULTY ASSOCIATION (AFA) REPORT

Mr. Leo Valverde, President of the Adjunct Faculty Association (AFA), reported two items. On May 9, elections were held and there are new VP/Secretary and VP/Treasurer for the AFA. They will be introduced to the Board after their terms begin July 1. Mr. Valverde informed the Board he would be president for one more year. He then informed the Board that they are working on their Adjunct Faculty Full Day of Learning for fall 2015 which will present MCCC's Residential Faculty hiring process. They are adding an occupational track this year for the first time.

**EMERITUS, AWARDS,
AND RECOGNITION**

Dr. Ernie Lara, President of Estrella Mountain Community College (EMCC), thanked the Board and asked EMCC's Dean of Academic Affairs, Ms. Kathleen Iudicello, to help present a Vice President Emeritus Distinction to Dr. Bryan K. Tippet. (Dr. Tippet passed away in the Spring so his partner, Mr. Frank Wilson, received the award in his place.) Dr. Tippet has over 30 years of higher education experience, and was committed to ensuring the highest quality teaching, learning, and caring for students, colleagues, and the community. Dr. Tippet began his career in Maricopa 17 years ago at Mesa Community College as an Associate Dean and then Senior Associate Dean, providing instructional leadership for the Division of Mathematics, Sciences, and Exercise Science. He served most recently as the Vice President of Academic Affairs at Estrella Mountain Community College. Dr. Tippet also held other leadership roles which included the Higher Learning Commission; Arizona Academic Administrators Association; Arizona State Board of Pharmacy; West Valley Fine Arts Council; Valley of the Sun United Way, and Sojourner Center, to name a few. Dr. Tippet was instrumental in establishing community partnerships and cross-functional MCCC student activities, including: West Valley Think Tank which facilitates professional growth for instructors and P-20 pipeline for students across local school districts; the Student Research Conference, which uniquely provides MCCC students with conference presentation opportunities for undergraduate research, an activity typically reserved for students at four-year institutions or in graduate-level coursework. His collaborative style supported faculty, staff, administrators, and students, empowering individuals to actualize their potential and advance their academic and life goals. He often stated: "Many institutions of higher education are focused only on teaching, but Estrella Mountain Community College is focused on teaching, learning and caring; and to that end, every decision that is made should improve learning for all." Through the gift of caring and personal encouragement, Dr. Tippet gave heart to the Estrella family so that students and colleagues alike were able to pursue their dreams of higher education and success. Dr. Tippet exemplified teaching, learning and caring at Estrella Mountain Community College, within MCCC, and for the community. Emeritus status for Dr. Bryan K. Tippet would memorialize his legacy and provide inspiration to family, friends, colleagues and students.

Mr. Wilson thanked the Board on behalf of Dr. Tippet's family and himself for this moment. This emeritus award wonderfully finalizes Dr. Tippet's career and the implications are many. It represents a thank you for a job well done and validates his work. The world has lost another beautiful mind with his passing and today's gathering has allowed this honor to help his legacy move forward. From teaching to administration, he maintained a high bar for himself, yet he always kept in mind not everyone set the bar quite as high for themselves. Mr. Wilson said he lived with Dr. Tippet for 25 years and that ability made him what he was. He hopes his legacy will be carried on.

Dr. Shari Olson, President of South Mountain Community College (SMCC), introduced Ms. Barbara Gonzales, Adjunct Faculty and DECA advisor, to speak about the International Career Development Conference in which key individuals from the DECA club presented and placed. Ms. Gonzales said the students competed at Grand Canyon University in February and five students then went to the international conference in Orlando, FL. In order to go to the international conference, a student would have to score 70% and above for their first place win. Three SMCC students finished in the top 10. She then asked the students to come forward. Gus Barnes informed the Board he participated in the Entrepreneur Challenge which consisted of a case study (which he had 24 hours to study and prepare a presentation) and he finished in the top 10 out of 2,400. He said he received a Blue Diamond award for having 50 hours of community service and maintaining a 3.5 GPA. Brian Florendo informed the Board he participated in the Accounting Challenge which involved a simulation (which he had 30 minutes to study and prepare a presentation) and finished in the top 10. Next year he plans to win! Juan Gonzales informed the Board he participated in the Human Resource Management Entrepreneurial Challenge (he also had only 30 minutes to read a case study and prepare a presentation). He finished in the top 10, as well. He thanked the Board for funding the trip, saying he has learned to add value to himself.

CITIZEN'S INTERIM

There were no requests to address the Board.

CHANCELLOR REPORT

Chancellor Rufus Glasper took a moment to reflect on Dr. Tippet. He said they shared a cinderblock wall for 19 years as neighbors and his death was a great loss to all. He then thanked the Board for approving the budget and for establishing its committees. MCCC has never had a budget committee in 50 years and the current budget process has evolved over time. He advised the Board he understands the budget is a policy document and policy belongs to the Board. As MCCC continues into the budget process for next year, he asks the Board to consider the path the District has taken in the past 50 years. Since 2008, MCCC has lost \$68 million in resources

and has become more effective. MCCCDC has cut its budgets by \$48 million and will continue to do more. Last year, MCCCDC had a \$7.3 billion impact on Maricopa County. He reminded the Board that 68% of the state university juniors have MCCCDC credits. MCCCDC is able to graduate students with a 4-year degree in partnership with the state universities and students don't have to leave the college campus. MCCCDC just awarded over 23,000 degrees. If it is not allowed to serve all of its communities, the Board needs to make those decisions very deliberately using evidence-based data. The data will show that, without some type of increase in the system, MCCCDC cannot continue to serve all in the community. He has asked the Board to return to 60:40 ratio of full-time faculty to maintain a reasonable level of quality. He thanks the staff for being good soldiers during the trying times and many changes. They get tired, however and he would hate to lose the best and the brightest because of the belief that it is more important to save money. He hopes the Board will continue to make decisions to allow MCCCDC to continue to be the best institution in Arizona and the largest provider of workforce development.

EMPLOYEE GROUP REPORTS

There were no reports.

APPROVAL OF THE ORDER OF THE AGENDA

President Livingston then requested a motion to approve the Order of the Agenda.

MOTION**Motion 10302**

Board Member Burke made a motion to approve the Order of the Agenda. Board Member Saar seconded. Motion passed 7-0.

APPROVAL OF CONSENT AGENDA

President Livingston asked if anyone wanted to remove any items from the consent agenda. Mr. Saar asked Item 13.4 be tabled for a later date. Item 13.4 was tabled.

The following items were included in the Consent Agenda:

11.1 APPROVAL OF THE MINUTES OF THE APRIL 28, 2015 REGULAR BOARD MEETING, MAY 11, 2015 SPECIAL SESSION, AND MAY 12, 2015 AGENDA REVIEW AND WORK SESSION

12.1 APPROVAL OF EMERITUS DISTINCTION AWARD—ESTRELLA MOUNTAIN COMMUNITY COLLEGE—award Vice President Emeritus Distinction to Dr. Bryan K. Tippett.

13.1 APPROVAL OF CURRICULUM—the curriculum proposals attached have been processed through all procedures established by the Maricopa Community Colleges; it is recommended that the proposals be approved as submitted.

13.2 APPROVAL OF PHOENIX COLLEGE PREPARATORY ACADEMY CAP INCREASE FROM 100 TO 400—approve a CAP increase for the number of students at Phoenix College Preparatory Academy from 100 to 400.

13.3 APPROVAL OF U.S. SMALL BUSINESS ADMINISTRATION AWARD FOR ARIZONA SMALL BUSINESS DEVELOPMENT CENTER NETWORK—approve acceptance of a negotiated contract in the amount of \$2,200,489 from the U.S. Small Business Administration to the Maricopa County Community College District for the Arizona Small Business Development Center Network for the period of January 1, 2015 – December 31, 2015

MOTION**Motion 10303**

Board Member Burke moved for approval of the Consent Agenda, as amended. Board Member Haver seconded. Motion passed 7-0.

President Livingston noted that Item 14.2 Approval of Authorization of Expenditures of Legal Fees will be pulled for consideration at a future meeting.

14.1 APPROVAL OF PROPOSED POLICY LANGUAGE REVISIONS 4.10 BOARD CODE OF CONDUCT AND 4.5 BOARD MEETINGS—approve the proposed changes to Board Policy as noted. Language has been abbreviated to show only those sections requesting changes.

MOTION**Motion 10304**

Board Member Burke moved for approval of Item 14.1. Board Member Saar seconded. Motion passed 7-0.

15.1 APPROVAL OF CONTRACT AWARD FOR THE REPLACEMENT OF THE MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT KJZZ BROADCAST TOWER—approve a contract award in the

amount of Six Hundred Eighty Eight Thousand, Four Hundred Sixty-Eight and 84/100ths Dollars (\$688,468.84) to Saber Industries to provide a replacement tower on the South Mountain broadcast site.

MOTION**Motion 10305**

Board Member Saar moved for approval of Item 15.1. Board Member Gutierrez seconded. Motion passed 7-0.

15.2 APPROVAL OF CONCEPTUAL APPROVAL FOR THE SOCIAL BEHAVIORAL BUILDING REMODEL AND EXPANSION AT SCOTTSDALE COMMUNITY COLLEGE—provide Conceptual Approval for the Social Behavioral (SB) remodeling and expansion project at the Scottsdale Community College campus with a Total Project Budget of \$3,700,000.

MOTION**Motion 10306**

Board Member Saar moved for approval of Item 15.2. Board Member Gutierrez seconded. Motion passed 7-0.

15.3 APPROVAL OF CONTRACT AWARD FOR THE 2015 ANNUAL SUMMER PAVEMENT MAINTENANCE PROGRAM DISTRICT-WIDE—approve a contract award in the amount of Seven Hundred Thirty-two Thousand, Six Hundred Ninety-Seven Dollars (\$732,697.00) to Ace Asphalt of Arizona, Inc. to provide annual preventive maintenance and minor replacement of asphalt paving at thirty-nine parking lots and driveways at the following District locations: CGCC, CGCC-Williams, GCC, GCC-North, GWCC, MCC, MCC-Red Mountain, PC, PVCC, SCC, SMCC and DSSC-Tempe.

MOTION**Motion 10307**

Board Member Saar moved for approval of Item 15.3. Board Member Gutierrez seconded. Motion passed 7-0.

15.4 APPROVAL OF CYBER RISK INSURANCE—approve the award of the second layer (excess over primary) Cyber Risk Insurance for FY 2015-16 to Barbican with Lloyds of London with an excess limit of \$5,000,000 for a total premium of \$158,154.

MOTION**Motion 10308**

Board Member Burke moved for approval of Item 15.4. Board Member Saar seconded. Motion passed 7-0.

INFORMATION ITEMS

16.1 REVIEW OF EMPLOYMENTS (NEW HIRES, SPECIALLY FUNDED, AND SHORT-TERM)—in accordance with employee group policies, the listed personnel actions were approved (April 1-30, 2015). Budget approvals have been granted and are on file for the recommended personnel actions in this item.

16.2 REVIEW OF SEPARATIONS—in accordance with employee group policies, the listed personnel actions were approved (April 1-30, 2015). Budget approvals have been granted and are on file for the recommended personnel actions in this item.

MONITORING REPORTS

17.1 BUDGET ANALYSIS REPORT, FUND 1—GENERAL UNRESTRICTED FUND FOR THE TEN MONTHS ENDING APRIL 30, 2015—Expenditure analysis indicates 63.8% of the budget has been expended this year as compared to 69.4% expended at this same point last year. 22.2% of the budget remained unexpended or unencumbered compared to 16.5% in the prior year. Revenue analysis indicated that 87.1% of the budget has been recognized as compared to 88.8% in the prior year. The projected fund balance will increase by ~\$2.2M this fiscal year and the projected ending fund balance for June 2015 is \$166.3M. The District should meet its financial stability requirements.

BOARD MEMBERS

Mr. Burke reported on a busy month of activities. He attended four Convocations (American Indian, African-American, Asian Pacific Islander, and Hispanic), two college Commencements (CGCC and Rio), and Rio's High School Equivalency Graduation. He attended CGCC's Teal and Silver Awards program where CGCC gives awards to community members who help the college. He attended the Women's Leadership Group luncheon and the Major Taxpayers meeting.

Mr. Gutierrez reported he also attended many Convocations and felt it was very inspiring to be at those graduations and convocations at the end of the year. He was particularly inspired by the Veterans' Convocation which was dramatically larger than last year (which was the first year). It was great to see all the grads who were excited to be at our colleges.

Mrs. Haver reported she recently visited SMCC and it was an exciting experience where she learned a lot. Their developmental education program is amazing. She was particularly impressed by their Boot Camp for students who 'almost' placed into college courses. The Boot Camp provides intense instruction over a couple of weeks, saving students a semester's worth of time and expense. She also attended several celebrations including one for SPOT 107. She also attended CGCC's Silver and Teal Awards. She attended the Maricopa Foundation Awards program and participated in PC's Commencement. She said half of the students received their degrees in the rain but no one left until everyone had gotten their papers.

Mr. Heep congratulated students for their graduations and gave a shout out to the presidents and their staff for their enthusiasm. He said it was an honor to participate. He attended Commencements for Rio and MCC and also the Veteran's Convocation. He also went to CGCC's Silver and Teal Awards and was impressed as he has never seen that kind of appreciation for vendors before.

Mrs. McGrath reported she also attended many rewarding ceremonies.

Mr. Saar reported he attended SCC Commencement and noted that MCCCC graduated over 25,000 students this year. He congratulated everyone. He noted he would be attending the Southwest Pathways Conference in Scottsdale later in the week (May 28-29) and he attended the PCPA Graduation which had 17 graduates this year (up from 7 last year).

Mrs. Livingston reported she had spoken at Rio, GWCC, PVCC Commencements and at the Veterans Convocation, and was delighted to speak at Rio's High School Equivalency graduation. Several of those students came back to us after some time away and it was absolutely moving. It was so exciting to be there and to feel their excitement and see in their eyes and heart. They were all true champions that night. It was a pleasure to see all the different graduates make their mark. So many were off the traditional path, including many dual enrollment students who received their college degree before graduating from high school. She was so pleased to see what MCCCC is turning out. She reported she had gone to visit SMCC before the Board meeting that day and was similarly impressed with their developmental education efforts. She will be finishing her college tours in August.

VICE CHANCELLOR

There were no reports.

AADGB

There was no report.

ASBA AND ACCT

There were no reports.

NEXT BOARD MEETINGS

President Livingston then announced the following future meetings.

- June 1, 2015, 6:00 p.m., Ethics Training, Governing Board Room
- June 4, 2015, 10:00 a.m., Budget and Finance Committee Retreat, Governing Board Room
- June 9, 2015, 5:00 p.m., Board Policy Committee Meeting, Governing Board Room
- June 9, 2015, 6:00 p.m., Agenda Review, Governing Board Room
- June 16, 2015, 5:00 p.m., Board Budget and Finance Committee Meeting, Maricopa Room
- June 16, 2015, 6:30 p.m., Regular Board Meeting, Governing Board Room

NOTES: *The June Regular Board Meeting was rescheduled from June 23 to June 16 and there will be no Board meetings in the month of July, 2015.*

ADJOURNMENT

President Livingston adjourned the regular board meeting at 8:45 p.m.

EXECUTIVE SESSION

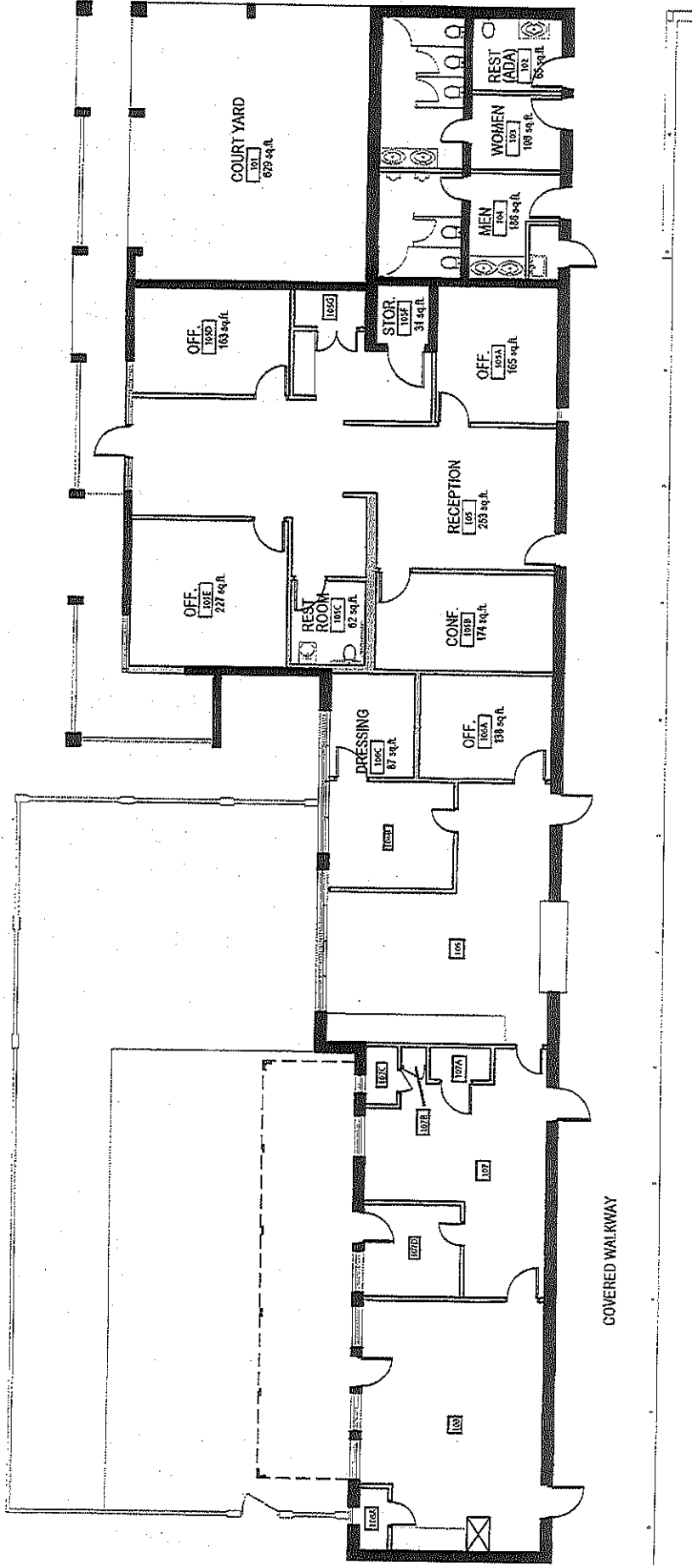
Executive Session was called to order at 9:00 p.m. President Livingston moved to go into Executive Session for discussion or consultation for legal advice with attorneys for the Board—ARS §38-431.03.A.3—Expenditure of Legal Fees.

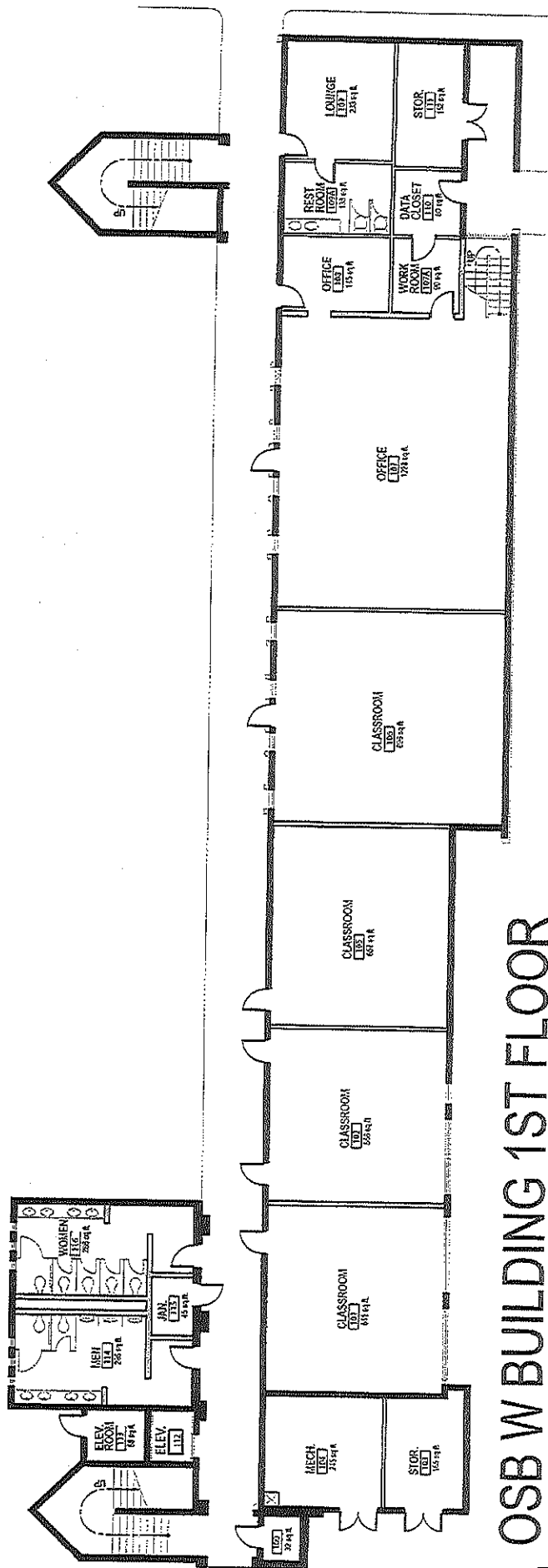
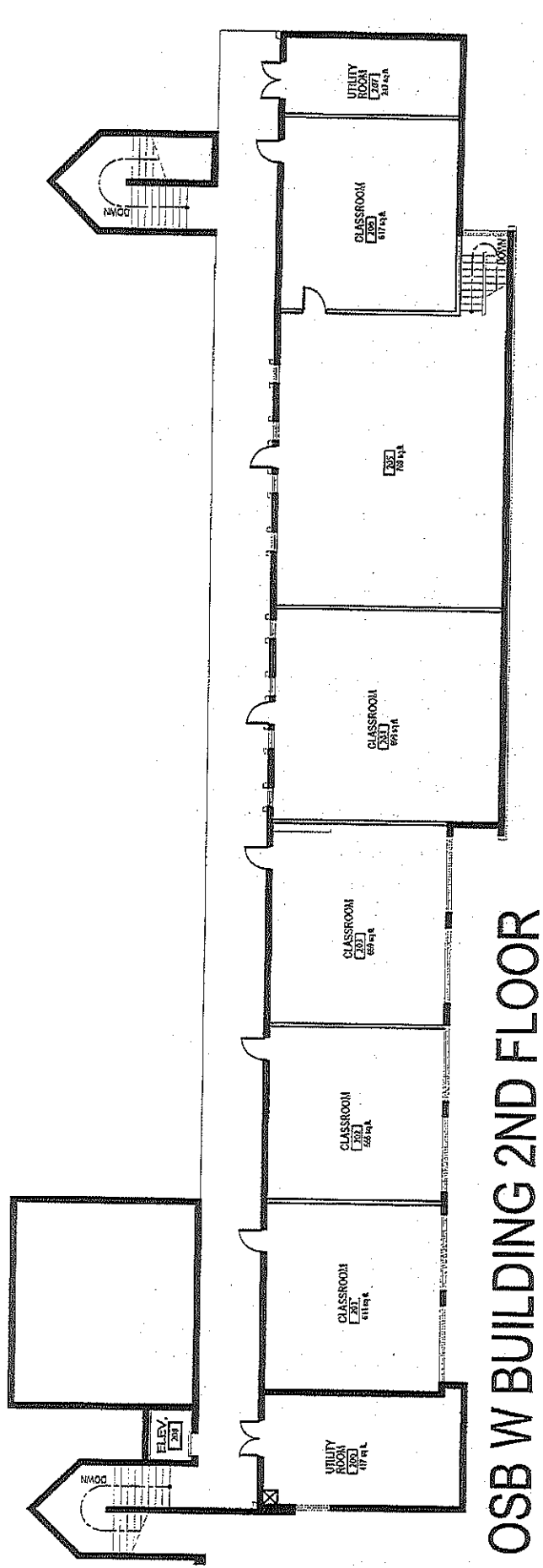
MOTION

Motion 10309

Board Member Burke made a motion to go into Executive Session. Board Member Saar seconded. Motion passed 7-0.

OSB E - Building





OSB W - Building



City of Phoenix
Fire Department

FIRE PERMIT

To find out about Phoenix construction code adoption news and to research your permits or projects, please visit <http://www.phoenix.gov/DEV/SERV>

150 South 12th Street
Phoenix, Arizona 85034
General Information (602)262-7462

POST THIS PERMIT ON JOB SITE

Permit # **F430 1302411** Issue Date **22-AUG-2013** Expires **21-AUG-2016**

Permit Description **PREPARATORY ACADEMY**

Project **08-532** **PHOENIX COLLEGE FINE ARTS**

Address **3310 N 10TH AVE PHOENIX AZ 85013-4009**

Zoning

L 1 B * TEMPLE BETH ISRAEL

Q S Q15-26

APN 110-29-242

Dist **04**

Description/Scope of Work:

EDUCATIONAL FACILITY K-12 FIRE INSP

FACILITY NAME: PHX COLLEGE PREPARATORY ACADEMY (CHARTER SCHOOL)

NUMBER LICENSED FOR:

CONTACT NAME: DOUG MCCARTHY

CONTACT NUMBER: 602-285-7253

ALL CITY OF PHOENIX REGULATIONS AND THE PHOENIX FIRE CODES SHALL APPLY. THIS PERMIT SHALL EXPIRE (36) THIRTY-SIX MONTHS FROM THE DATE OF ISSUE. THIS PERMIT IS NOT TRANSFERABLE. NEW PERMIT AND FIRE INSPECTION IS REQUIRED AT ANY CHANGE OF OWNERSHIP, NAME OR LOCATION.

Valuation: \$0

Str Class 900

Units 0

Sq.Ft. 0

Cnst

Occ

Owner Information

Name **PHOENIX COLLEGE**

Fax

Address **1202 W THOMAS RD PHOENIX AZ 85013**

Phone **602-285-7245**

Certificate of
Occupancy Type: **COFC**

Contractor Information

Name **OWNER/GENERAL**

Ins

Type

Contact Phone

Address

City/St/Zip

Exp

Phone

Instructions and Comments

Permit Issued By **TDI**

Entered By **HDO1**

Inspections Required: **FIRE-GEN**

APPENDIX B

ACADEMIC DASHBOARD

Phoenix College Preparatory Academy

CTDS: 07-87-43-201 | Entity ID: 81175

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments										
Academic Performance										
Academic Performance										
Edit this section.										
Phoenix College Preparatory Academy										
		2012 Small High School (9 to 12)			2013 Small High School (9 to 12)			2014 Small High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	25	25	15	37.5	50	7.5	46	50	15
	Reading	33	25	15	40.5	50	7.5	40	50	15
1b. SGP Bottom 25%	Math	NR	0	0	46	50	7.5	NR	0	0
	Reading	NR	0	0	41	50	7.5	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	38 / 31.8	75	10	40.5 / 32.2	75	10	47.2 / 34.6	75	10
	Reading	69 / 60.8	75	10	67.9 / 66.8	75	10	70.7 / 68.5	75	10
2b. Composite School Comparison	Math	5.3	75	7.5	7.8	75	7.5	12.2	75	7.5
	Reading	6.6	75	7.5	0.7	75	7.5	1.5	75	7.5
2c. Subgroup ELL	Math	43 / 29.6	75	7.5	45.8 / 28	75	7.5	57.9 / 31.5	75	3.75
	Reading	81 / 56.7	75	7.5	80 / 60.1	75	7.5	78.6 / 64.8	75	3.75
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	61.5 / 35.6	75	3.75
	Reading	NR	0	0	NR	0	0	92.9 / 62.3	75	3.75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	B	75	5	B	75	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		78	75	15	78	75	15	65	25	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.5			100	67.5			100	60

APPENDIX C

DATA SUBMISSION SPREADSHEET

Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	59	102	58%
	Mid-Point/ Semester	68	99	69%
	Post-Test/ End of Year	58	77	75%
<i>Reading</i>	Baseline	60	102	59%
	Mid-Point/ Semester	62	97	64%
	Post-Test/ End of Year	43	77	56%

Math Change S1 10.84%

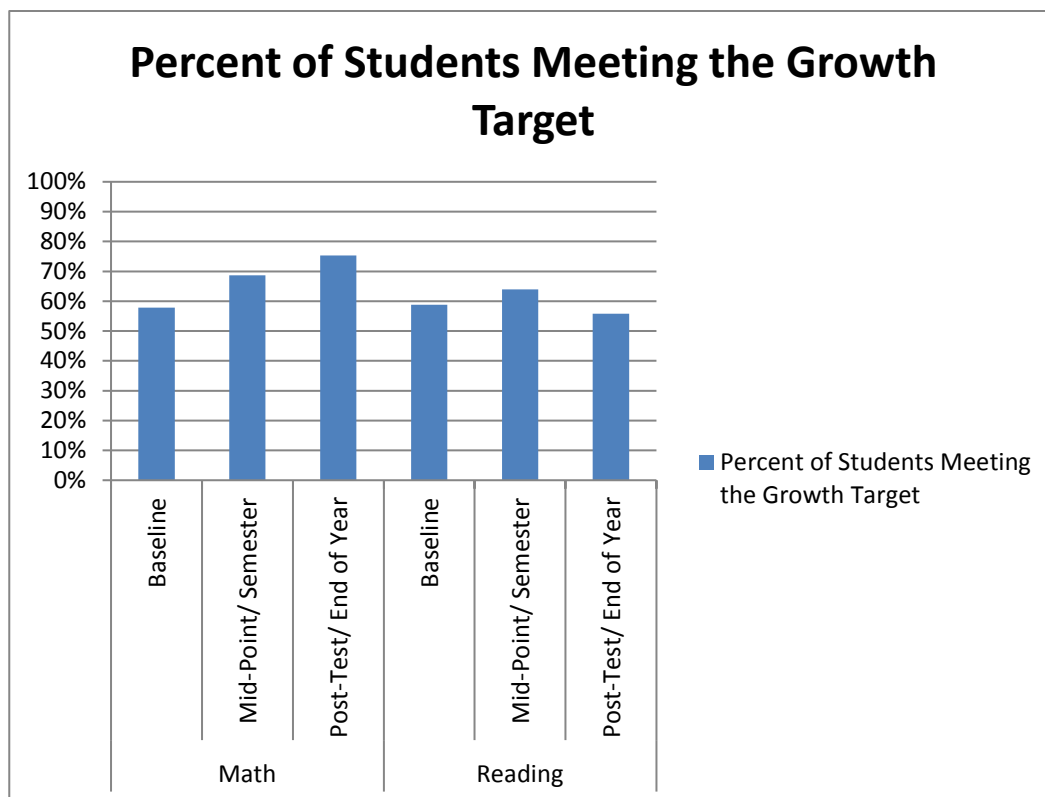
Math Change S2 6.64%

Reading Change

S1 5.09%

Reading Change

S2 -8.07%



Student Median Growth Percentile
Bottom 25%

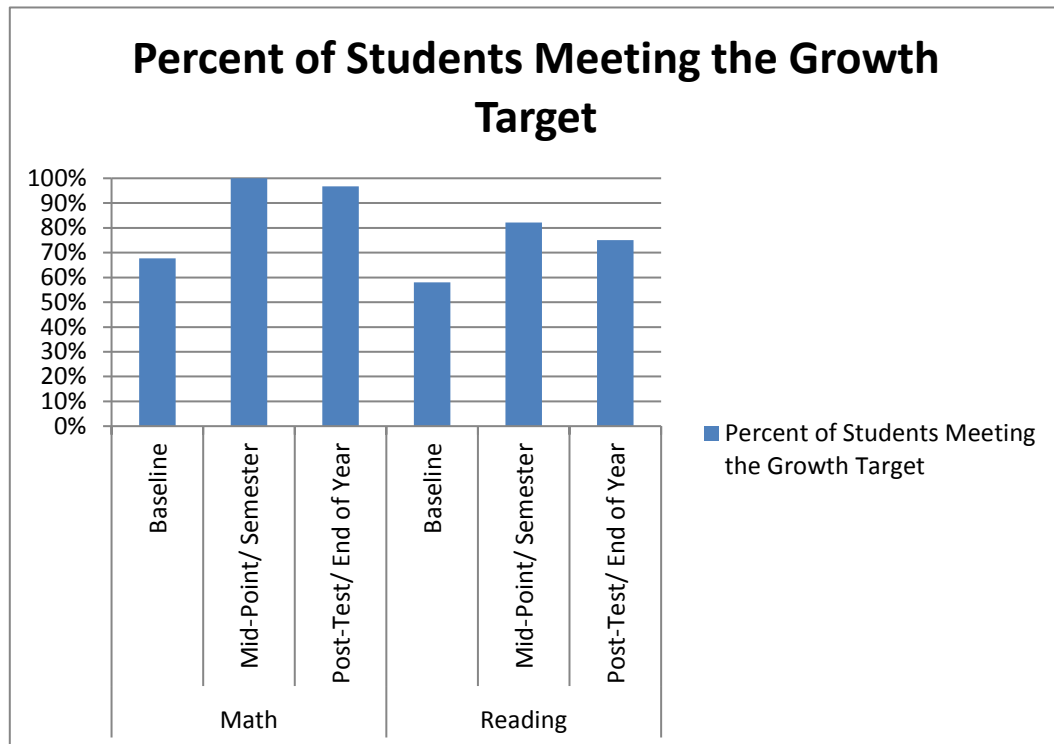
		<u>Number of Students Meeting Expected Growth Target</u>	<u>Total Number of Students</u>	<u>% of Students Meeting the Growth Target</u>
<i>Math</i>	Baseline	21	31	68%
	Mid-Point/ Semester	31	31	100%
	Post-Test/ End of Year	30	31	97%
<i>Reading</i>	Baseline	18	31	58%
	Mid-Point/ Semester	23	28	82%
	Post-Test/ End of Year	21	28	75%

Math Change S1 32.26%

Math Change S2 -3.23%

Reading Change S1 24.08%

Reading Change S2 -7.14%

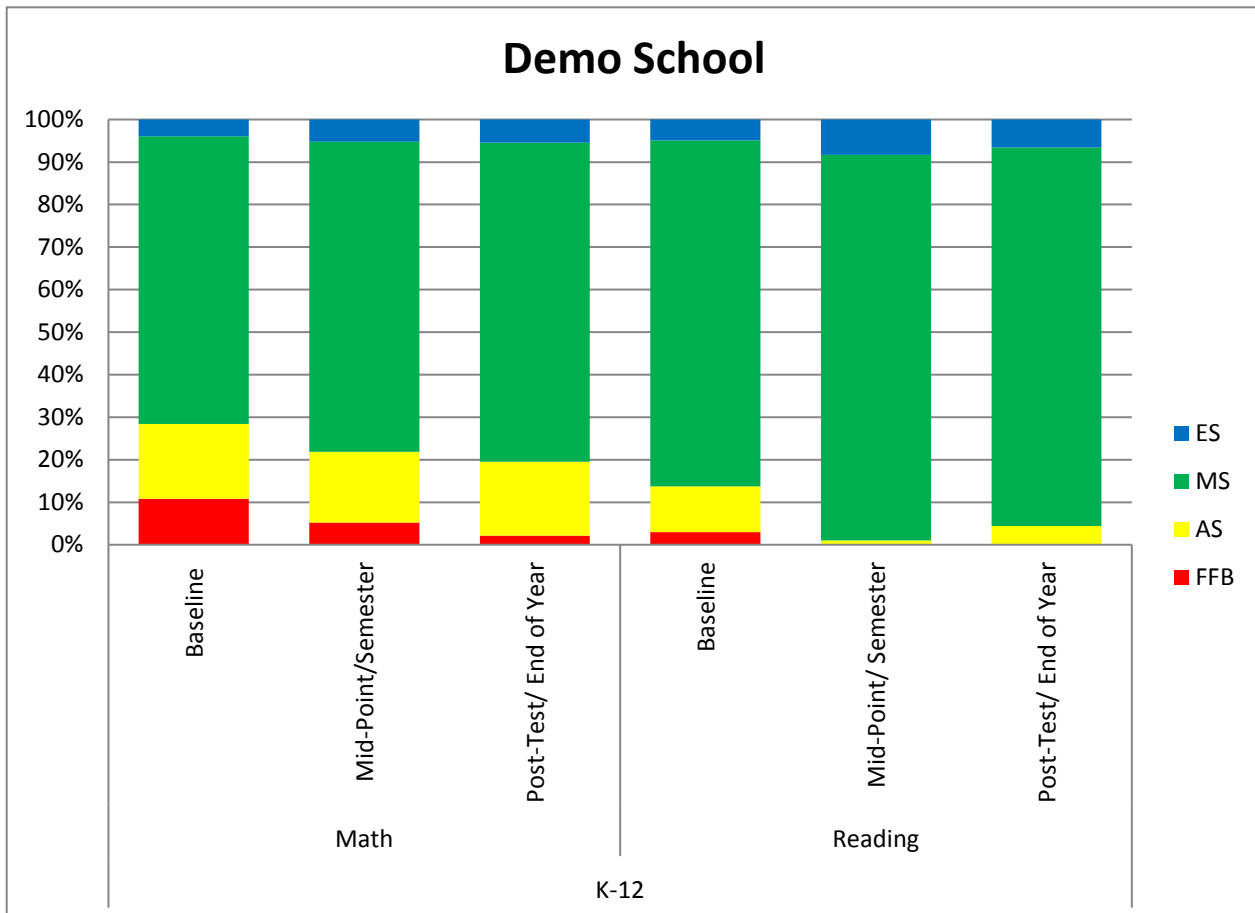


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

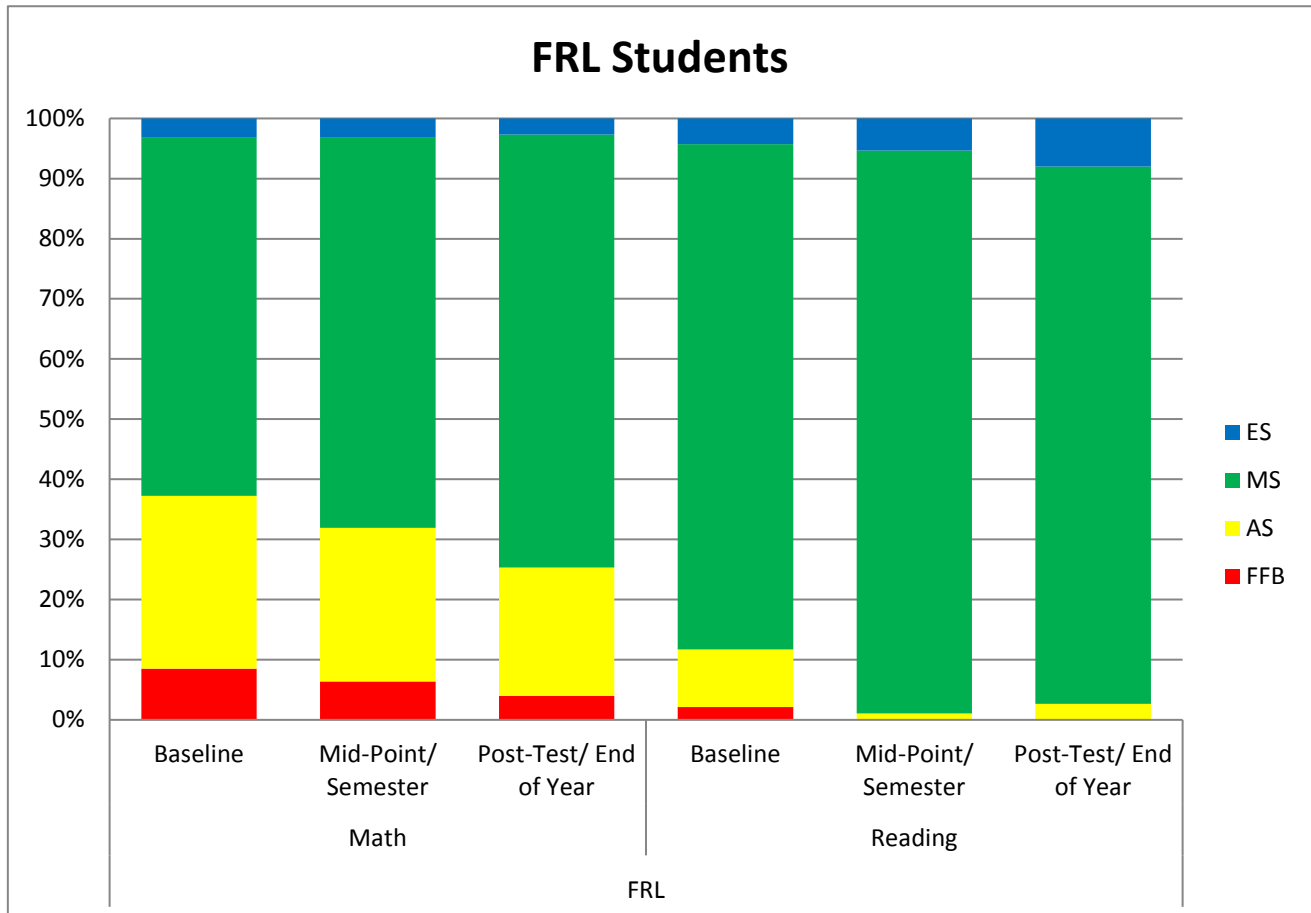
School Wide Math and Reading Proficiency

K-12	Math		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
		Baseline	11	18	69	4	102	72%
		Mid-Point/Semester	5	16	70	5	96	78%
		Post-Test/ End of Year	2	16	69	5	92	80%
	Reading	Baseline	3	11	83	5	102	86%
		Mid-Point/ Semester	0	1	87	8	96	99%
		Post-Test/ End of Year	0	4	81	6	91	96%
		Math % Passing						
		Change-S1	7%					
		Math % Passing						
		Change-S2	2%					
		Reading % Passing						
		Change-S1	13%					
		Reading % Passing						
		Change-S2	-3%					



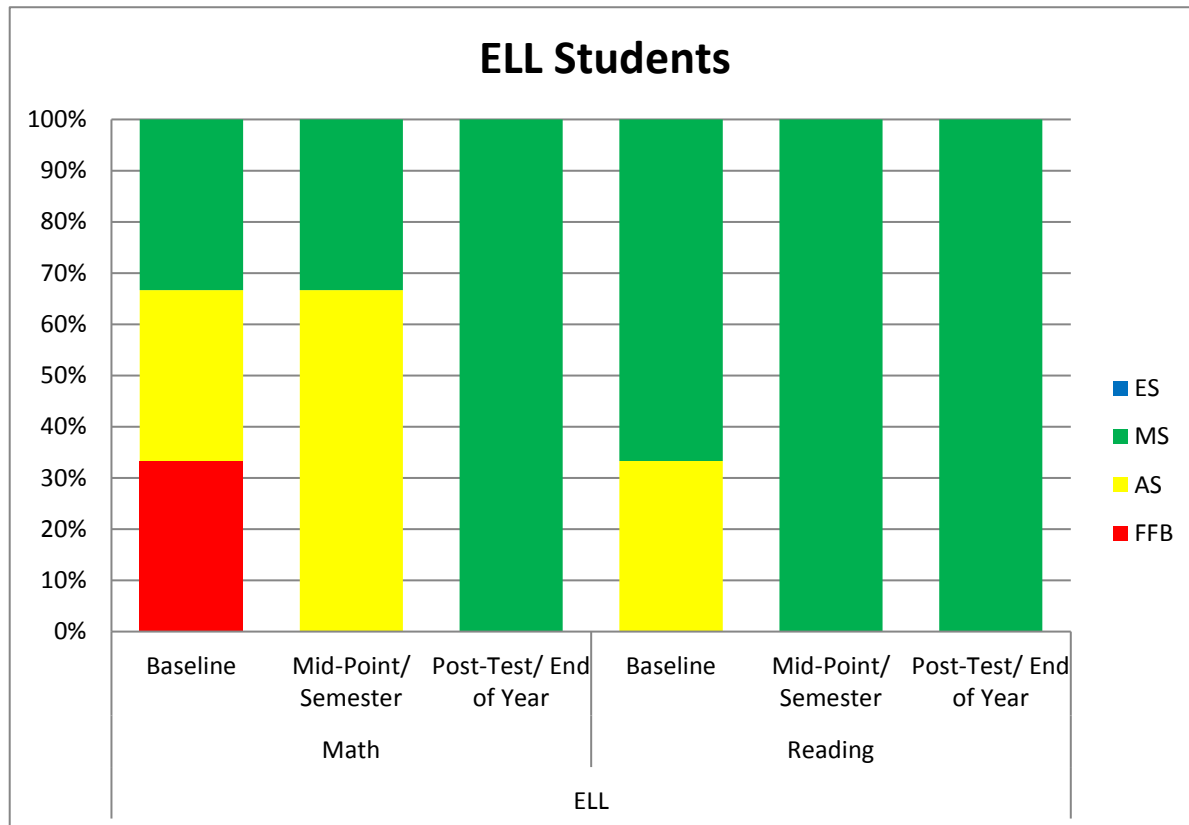
FRL Students' Math and Reading Proficiency

			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
FRL	Math	Baseline	8	27	56	3	94	63%
		Mid-Point/ Semester	6	24	61	3	94	68%
		Post-Test/ End of Year	3	16	54	2	75	75%
	Reading	Baseline	2	9	79	4	94	88%
		Mid-Point/ Semester	0	1	88	5	94	99%
		Post-Test/ End of Year	0	2	67	6	75	97%
	Math % Passing							
	Change-S1		5%					
	Math % Passing							
	Change-S2		7%					
	Reading % Passing							
	Change-S1		11%					
	Reading % Passing							
	Change-S2		-2%					



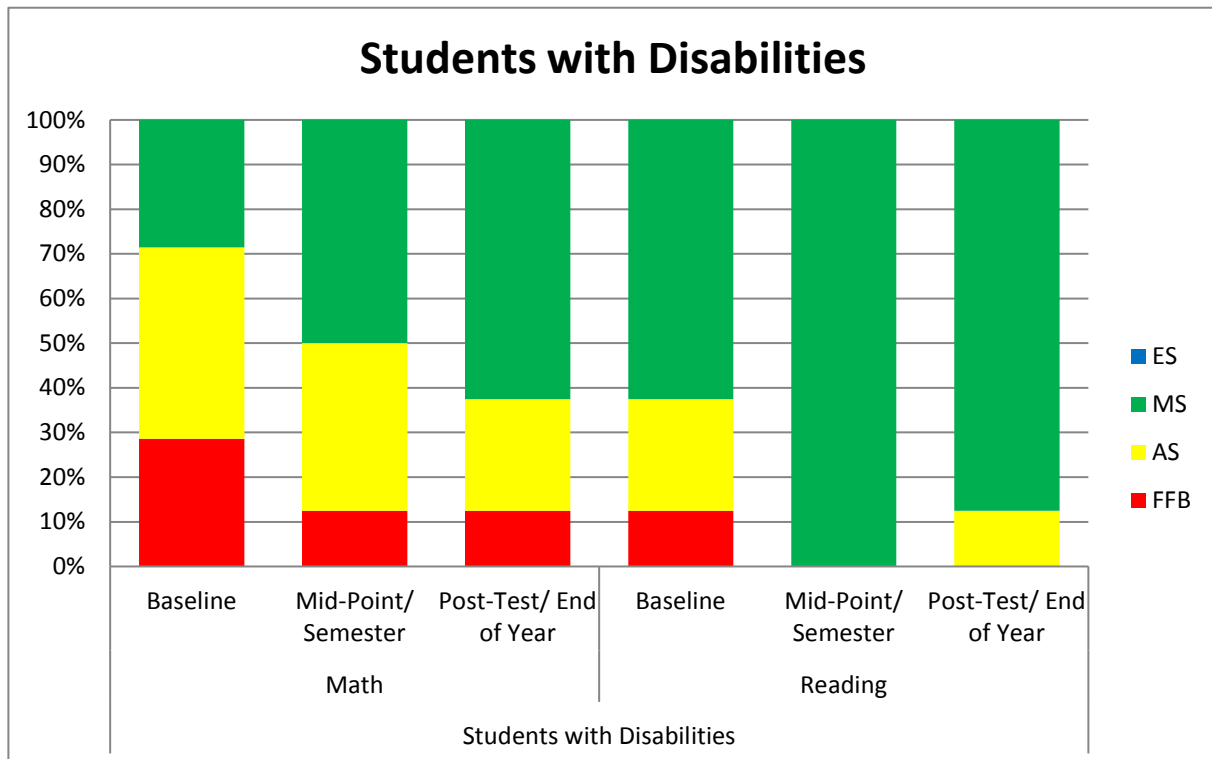
ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	<i>Math</i>	Baseline	1	1	1	0	3 33%
		Mid-Point/ Semester	0	2	1	0	3 33%
		Post-Test/ End of Year	0	0	3	0	3 100%
	<i>Reading</i>	Baseline	0	1	2	0	3 67%
		Mid-Point/ Semester	0	0	3	0	3 100%
		Post-Test/ End of Year	0	0	3	0	3 100%
	<i>Math % Passing</i>						
	<i>Change-S1</i>		0%				
	<i>Math % Passing</i>						
	<i>Change-S2</i>		67%				
	<i>Reading % Passing</i>						
	<i>Change-S1</i>		33%				
	<i>Reading % Passing</i>						
	<i>Change-S2</i>		0%				



Students with Disabilities' Math and Reading Proficiency

			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Students with Disabilities	Math	Baseline	2	3	2	0	7	29%
		Mid-Point/ Semester	1	3	4	0	8	50%
		Post-Test/ End of Year	1	2	5	0	8	63%
		Baseline	1	2	5	0	8	63%
	Reading	Mid-Point/ Semester	0	0	8	0	8	100%
		Post-Test/ End of Year	0	1	7	0	8	88%
		Math % Passing						
		Change-S1	21%					
	Math % Passing							
	Change-S2	13%						
	Reading % Passing							
	Change-S1	38%						
	Reading % Passing							
	Change-S2	-13%						



Directions for Growth Measures (SGP and Bottom 25%):

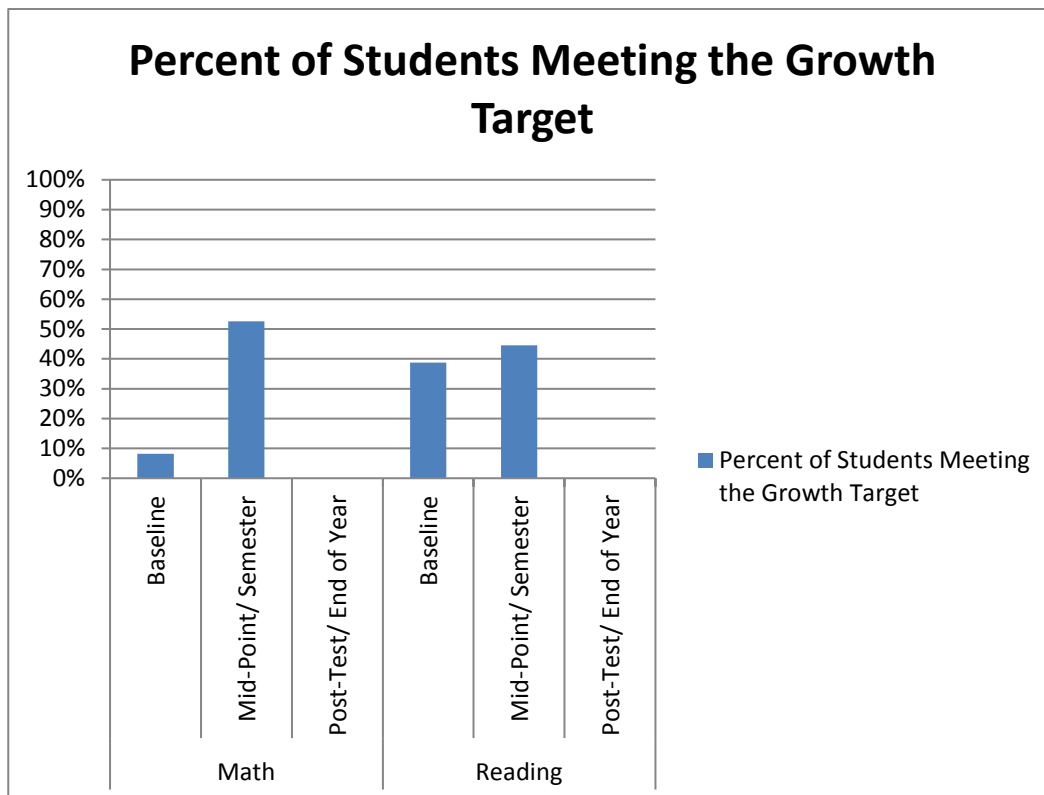
1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

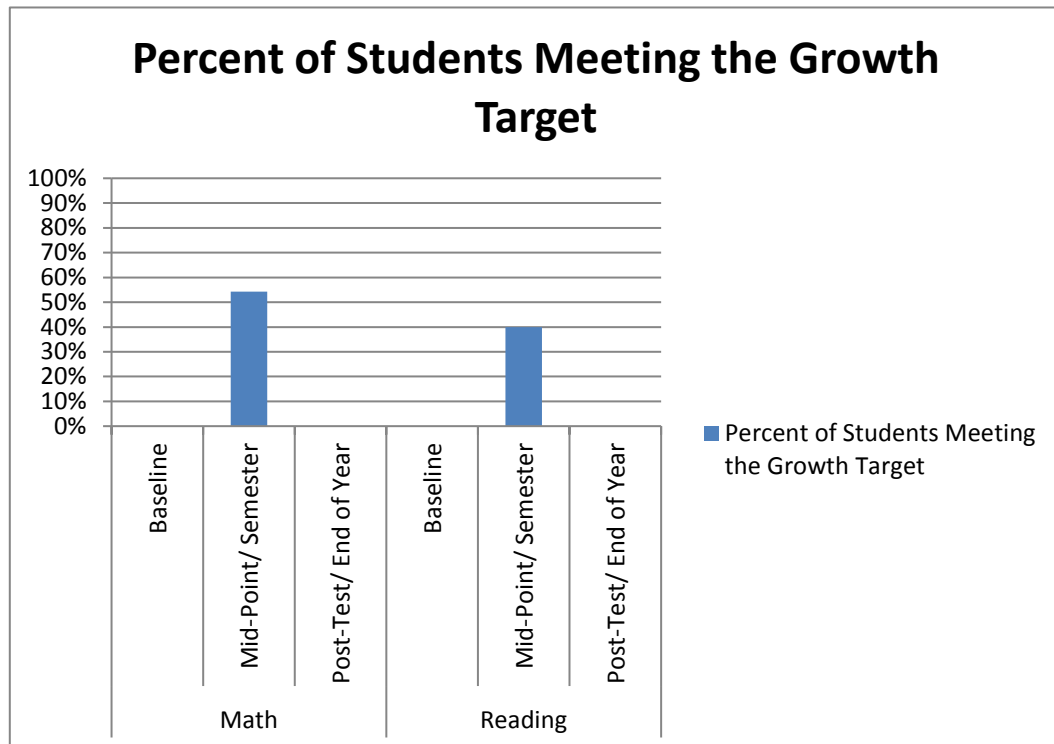
Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	8	98	8%
	Mid-Point/ Semester	51	97	53%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	36	93	39%
	Mid-Point/ Semester	41	92	45%
	Post-Test/ End of Year			#DIV/0!
<i>Math Change S1</i>		44.41%		
<i>Math Change S2</i>		#DIV/0!		
<i>Reading Change S1</i>		5.86%		
<i>Reading Change S2</i>		#DIV/0!		



Student Median Growth Percentile
Bottom 25%

		<u>Number of Students Meeting Expected Growth Target</u>	<u>Total Number of Students</u>	<u>% of Students Meeting the Growth Target</u>
<i>Math</i>	Baseline	0	35	0%
	Mid-Point/ Semester	19	35	54%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	0	35	0%
	Mid-Point/ Semester	14	35	40%
	Post-Test/ End of Year			#DIV/0!
<hr/>				
<i>Math Change S1</i>	54.29%			
<i>Math Change S2</i>	#DIV/0!			
<i>Reading Change S1</i>	40.00%			
<i>Reading Change S2</i>	#DIV/0!			

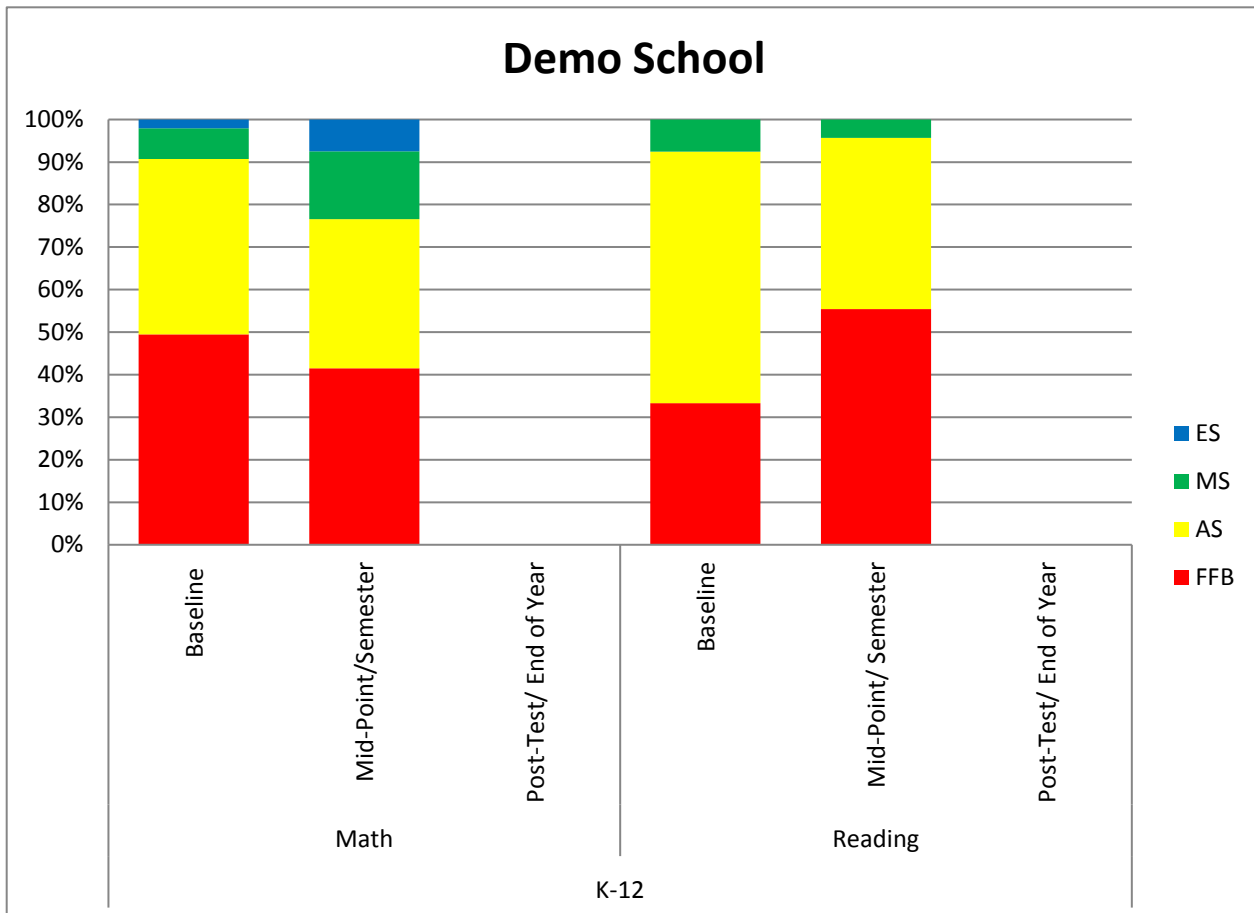


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
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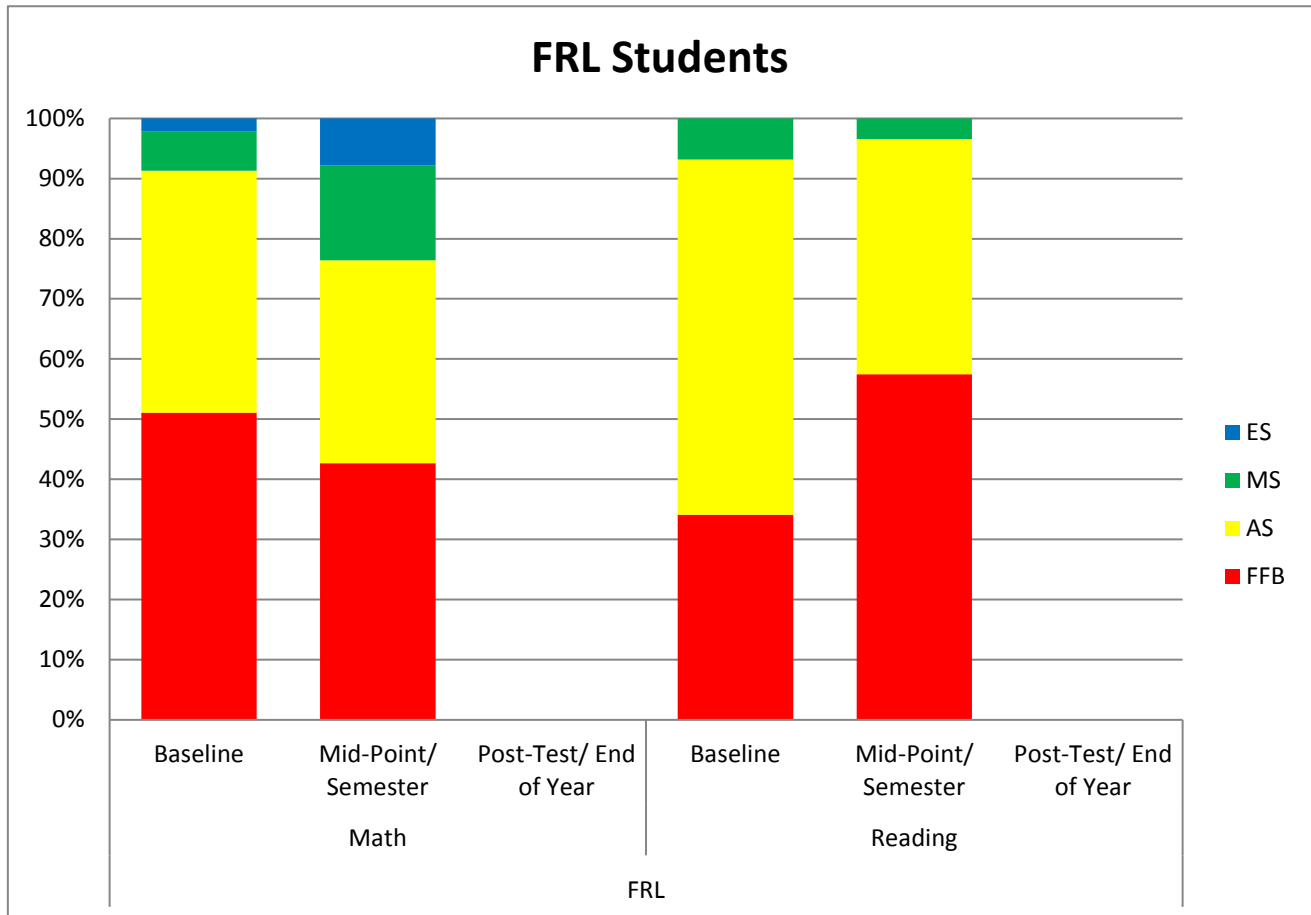
School Wide Math and Reading Proficiency

K-12	Math		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
		Baseline	48	40	7	2	97	9%
		Mid-Point/Semester	39	33	15	7	94	23%
		Post-Test/ End of Year					0	#DIV/0!
	Reading	Baseline	31	55	7	0	93	8%
		Mid-Point/ Semester	51	37	4	0	92	4%
		Post-Test/ End of Year					0	#DIV/0!
	Math % Passing							
	Change-S1		14%					
	Math % Passing							
	Change-S2		#DIV/0!					
	Reading % Passing							
	Change-S1		-3%					
	Reading % Passing							
	Change-S2		#DIV/0!					



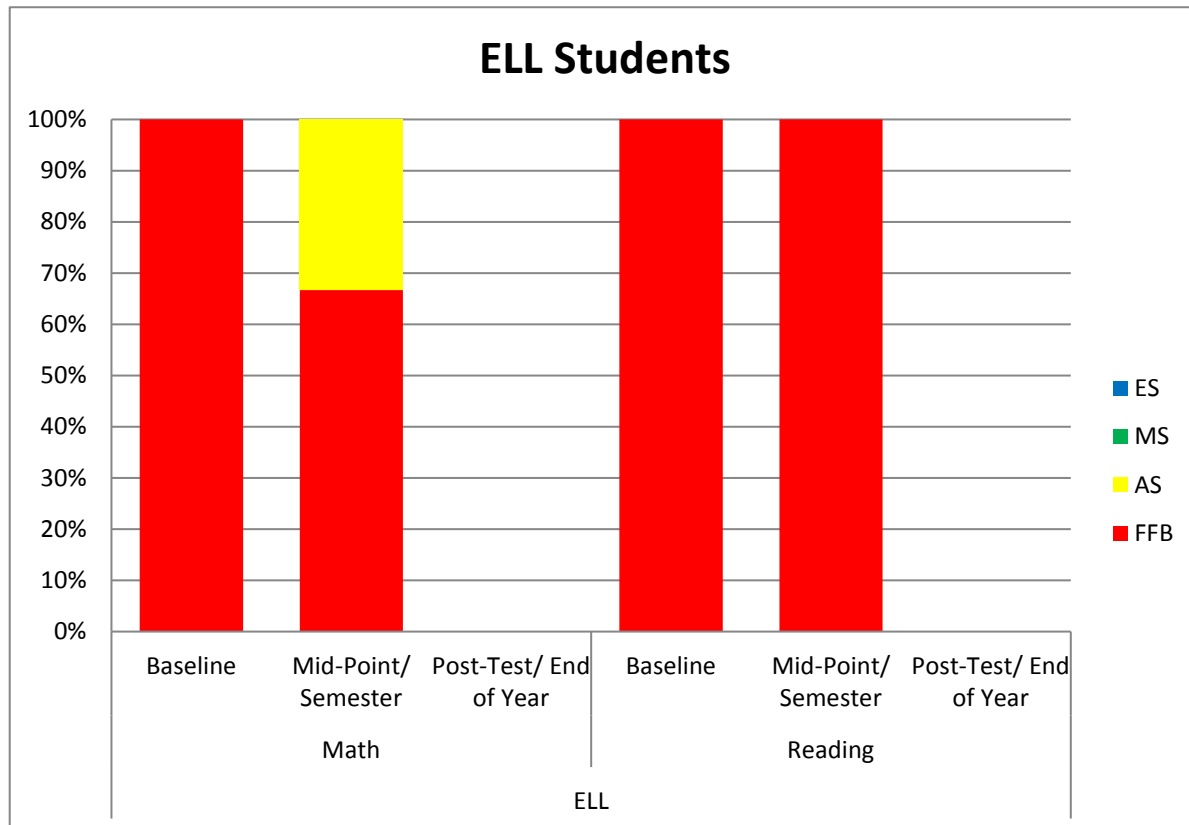
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
FRL	<i>Math</i>	Baseline	47	37	6	2	92	9%
		Mid-Point/ Semester	38	30	14	7	89	24%
		Post-Test/ End of Year					0	#DIV/0!
	<i>Reading</i>	Baseline	30	52	6	0	88	7%
		Mid-Point/ Semester	50	34	3		87	3%
		Post-Test/ End of Year					0	#DIV/0!
	<i>Math % Passing</i>							
	<i>Change-S1</i>	15%						
	<i>Math % Passing</i>							
	<i>Change-S2</i>	#DIV/0!						
	<i>Reading % Passing</i>							
	<i>Change-S1</i>	-3%						
	<i>Reading % Passing</i>							
	<i>Change-S2</i>	#DIV/0!						



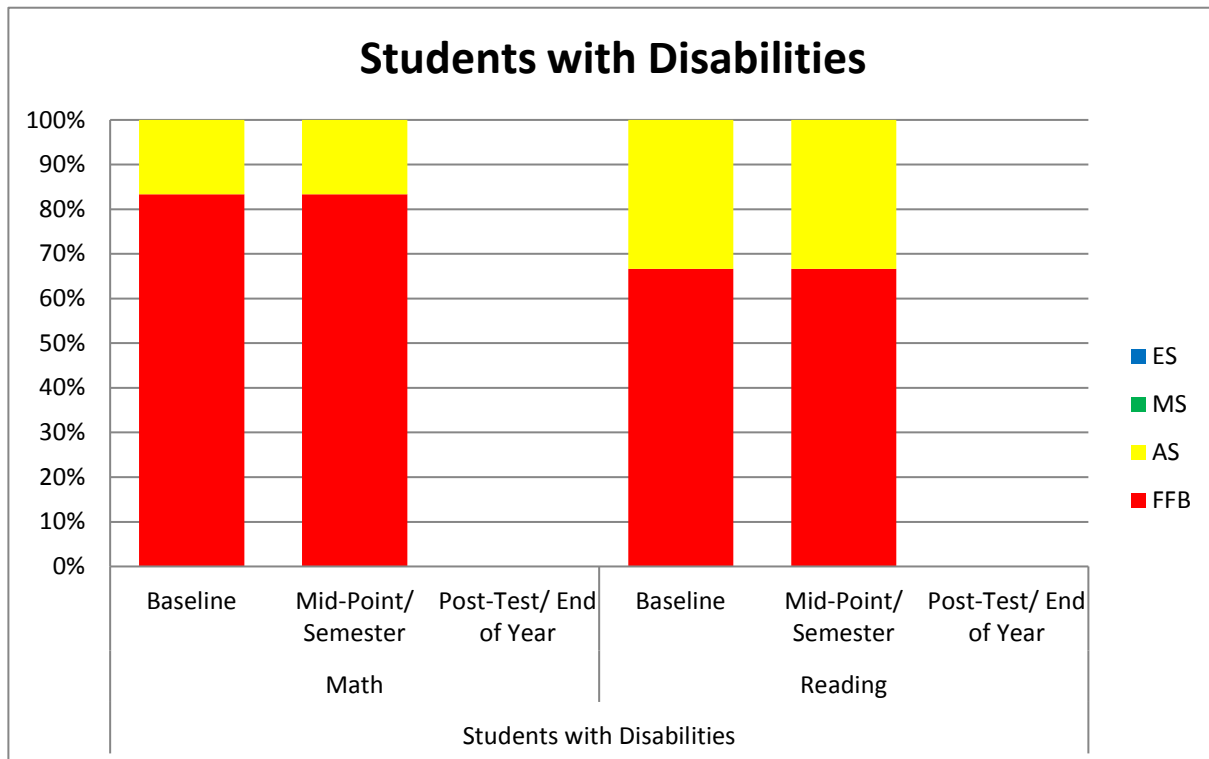
ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
ELL	Math	Baseline	3	0	0	0	3	0%
		Mid-Point/ Semester	2	1	0	0	3	0%
		Post-Test/ End of Year				0	#DIV/0!	
	Reading	Baseline	3	0	0	0	3	0%
		Mid-Point/ Semester	3	0	0	0	3	0%
		Post-Test/ End of Year				0	#DIV/0!	
	Math % Passing							
	Change-S1		0%					
	Math % Passing							
	Change-S2		#DIV/0!					
	Reading % Passing							
	Change-S1		0%					
	Reading % Passing							
	Change-S2		#DIV/0!					



Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Students with Disabilities	<i>Math</i>	Baseline	5	1		6	0%
		Mid-Point/ Semester	5	1		6	0%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline	4	2		6	0%
		Mid-Point/ Semester	4	2		6	0%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Math % Passing</i>						
	<i>Change-S1</i>		0%				
	<i>Math % Passing</i>						
	<i>Change-S2</i>		#DIV/0!				
	<i>Reading % Passing</i>						
	<i>Change-S1</i>		0%				
	<i>Reading % Passing</i>						
	<i>Change-S2</i>		#DIV/0!				



APPENDIX D

DATA INVENTORY



Data Inventory

Charter Holder Name: Maricopa County Community College District on
behalf of Phoenix Preparatory Academy
School Name: Phoenix College Preparatory Academy

Evaluation Date: May 25, 2016
Required for: Expansion - Enrollment Cap
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 DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.	
[D.2]	Comparison of students achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicate that student performance has declined by eight percentage points. In FY 2015, 75% of students (58 out of 77) met the growth standard, but in FY 2016, this declined to 68% of students (55 out of 81).	
	Final Evaluation: <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3]	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.	
[D.3]	Comparison of students achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicate that student performance has improved by three percentage points. In FY 2015, 43% of students (32 out of 75) met the growth standard, and in FY 2016, this improved to 46% of students (36 out of 79).	
	Final Evaluation: <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math	
	The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.	

	<p>Comparison of students in the bottom 25% achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicate that student performance has declined by two percentage points. In FY 2015, 78% of students (18 out of 23) met the growth standard, but in FY 2016, this declined to 76% of students (26 out of 34).</p> <p>Final Evaluation:</p> <table border="1" data-bbox="573 329 1915 430"> <tr> <td data-bbox="573 329 1245 430"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td><td data-bbox="1245 329 1915 430"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.4]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</p> <p>Comparison of students in the bottom 25% achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicate that student performance has declined by 21 percentage points. In FY 2015, 95% of students (18 out of 19) met the growth standard, but in FY 2016, this declined to 64% of students (14 out of 22).</p> <p>Final Evaluation:</p> <table border="1" data-bbox="573 789 1915 889"> <tr> <td data-bbox="573 789 1245 889"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td><td data-bbox="1245 789 1915 889"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.5]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>Not Applicable</p> <p>The Charter Holder met in this measure for two consecutive years on the Dashboard.</p>		
<p>[D.6]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>Not Applicable</p> <p>The Charter Holder met in this measure for two consecutive years on the Dashboard.</p>		

[D.7]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math Not Applicable The Charter Holder met in this measure for two consecutive years on the Dashboard.	
[D.8]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading Not Applicable The Charter Holder met in this measure for two consecutive years on the Dashboard.	
[D.9]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math. A year-over-year comparison of end of year Galileo assessments showing the number of FRL students at or above the 50 th percentile demonstrated an increase in proficiency. In FY 2015, 57% of students (42 out of 74) were proficient, but in FY 2016, this increased to 58% of students (66 out of 113), demonstrating an increase of one percentage point. Final Evaluation:	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10]	Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading. A year-over-year comparison of end of year Galileo assessments showing the number of FRL students at or above the 50 th percentile demonstrated an increase in proficiency. In FY 2015, 61% of students (39 out of 64) were proficient, but in FY 2016, this increased to 73% of students (57 out of 78), demonstrating an increase of 12 percentage points. Final Evaluation:	

	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students with disabilities at or above the 50th percentile demonstrated an increase in proficiency. In FY 2015, 0% of students (0 out of 9) were proficient, and in FY 2016, this increased to 50% of students (3 out of 6), demonstrating an increase of 50 percentage points.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.12]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students with disabilities at or above the 50th percentile demonstrated an increase in proficiency. In FY 2015, 33% of students (2 out of 6) were proficient, and in FY 2016, this increased to 80% of students (4 out of 5), demonstrating an increase of 47 percentage points.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



[D.13]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>According to ADE Graduation Rate Summary Reports, a year-over-year comparison of graduation rate demonstrates that in FY 2015, the graduation rate was 89%, and in FY 2016 the graduation rate increased to 94%. This demonstrates a five percent increase in graduation rate.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

APPENDIX E

FINAL EVALUATION—DATA



DEMONSTRATION OF SUFFICIENT PROGRESS DATA EVALUATION

CHARTER INFORMATION

Charter Holder Name	Maricopa County Community College District on behalf of Phoenix Preparatory Academy	Schools	Phoenix College Preparatory Academy
Charter Holder Entity ID	81174	Dashboard Year	FY14
Submission Date	February 8, 2016	Purpose of Data Submission	Expansion Request
Evaluation Date	May 25, 2016	Additional Steps Required	None

AREA I: DATA

DATA TABLE 2			
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	No
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	No
1b. SGP Bottom 25% – Reading	Yes	Yes	No
2a. Percent Passing – Math	No	Not applicable	Not applicable
2a. Percent Passing – Reading	No	Not applicable	Not applicable
2c. Subgroup, ELL – Math	No	Not applicable	Not applicable
2c. Subgroup, ELL – Reading	No	Not applicable	Not applicable
2c. Subgroup, FRL – Math	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes

4a. High School Graduation Rate	Yes	Yes	Yes
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DATA OVERALL RATING
<input type="checkbox"/> MEETS – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.
<input type="checkbox"/> DOES NOT MEET – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.
<input checked="" type="checkbox"/> FALLS FAR BELOW – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.