Executive Summary

Northern Arizona Academy/Taylor 44668 AER (Jul 1, 2025 - Jun 30, 2026)
Northern Arizona Academy/Taylor, Taylor, United States of America

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Complete and submit this diagnostic within timeframes prescribed by Cognia.

Provide demographic information

Please enter the most up-to-date information about your institution. It's important to make sure you include ALL the information requested in this section, and that all the information you provide is correct.

Please provide updated contact and demographic information in the table below.

Name of Your Institution

Northern Arizona Academy

Telephone

928-536-4222

Head of Institution

Amy Carlyle

Email Address

acarlyle@naacharter.org

Grades Served (type N/A if you do not have grade levels)

7-12

Student Enrollment (for individual institutions) or Number of Schools (for systems). If neither, type N/A.

65

Executive Summary

Cognia values a comprehensive understanding of your institution. Please provide a detailed description of your institution in 2,000 words (approximately four to five pages). Use the following prompts as a guide to compose your narrative:

1. Institutional History
• Provide a brief overview of your institution's founding and development.
• Highlight key milestones or achievements that define your institution's growth.

2. Community Context
• Describe the community your institution serves (e.g., urban, suburban, or rural).
• Include the predominant languages and shared values or traditions that shape the community's identity.

3. Governance Structure
• Explain how your institution is governed.
• Include information on whether your institution is independent, affiliated with a special association, affiliated with a faith-based organization, or overseen by a state department or ministry of education.
• Detail the roles and structures of governing bodies such as boards of directors or other governing authorities.

4. Mission, Vision, and Values
• Describe your institution's mission, vision, and core values.

• Include information on when these statements were last reviewed and how they reflect the priorities of the institution and its community.
• Discuss who was involved in the most recent revision process, and how their perspectives were included.

5. Enrollment Trends
• Summarize the enrollment trends over the past three to five years.
• Provide insights into factors influencing these trends.

6. Educational Philosophy
• Share your institution's approach to education (e.g., informed by specific educational theories, models, methodologies, pedagogy).
• Highlight how your philosophy reflects the values and needs of your community.

7. Curriculum Overview
• Describe your curriculum requirements, including core academic elements and special programs.
• Explain how your curriculum is updated and its alignment with your institution's values and goals.

8. Instructional Practices
• Outline the instructional methods used (e.g., lecture format, competency-based learning, on-site, remote).
• Discuss how technology enhances instruction and supports student engagement.
• Reflect on how instructional practices incorporate or respect the values and traditions of the community served by your institution.

9. Personnel Management
• Provide an overview of hiring practices, staff evaluations, and professional development initiatives.
• Explain how these practices align with your institution's values and commitment to excellence.

10. Student Performance
• Summarize your approach to assessing and supporting student achievement, specifying the grade levels and content areas evaluated.
• Explain how assessments are tailored to meet the diverse needs and strengths of learners.
• Discuss the frameworks and processes your institution has in place to measure academic and non-academic performance (e.g., attendance rates, graduation rates, multi-tiered systems of support, course passing rates, etc.).

11. Improvement Initiatives
• Briefly share your process for continuous improvement.
• Describe current major improvement initiatives, including their goals, progress, and outcomes.
• Explain how these initiatives address the needs of your institution and community values.

NAA started as a vocational training center that partnered with local school districts to provide credit recovery and vocational training for high school students with credit granted by the local school districts. Changes in funding for these types of programs resulted in NAA transforming into an alternative school and closing multiple sites. Over the past five years, the focus of the student achievement has transitioned from successful entry into a four-year university to successful entry into a community college, vocational training program or the workforce. To support this effort, NAA has strengthened their relationship with Northland Pioneer College, encouraged enrollment in NAVIT and/or dual enrollment courses, and introduced community service, job shadowing and internships.

Additionally, due to the widespread voucher system, NAA's student demographics have changed as parents/guardians increasingly opted to place students with emotional disabilities in residential mental health facilities. As a result, NAA has dissolved the Emotional Disability Program, expanded Remote Learning options and increased focus on serving students with other types of disabilities. Other changes made in the last five years include adopting APEX for delivery of individualized interventions to general education students, an increasing emphasis on data monitoring and interpretation by

administration and teachers and adoption of various approaches to retain teachers and staff. Finally, NAA has adopted student supports based on best practices including but not limited to free Summer School for all students, intersession for identified students, lunch tutoring, Friday extended day tutoring, monthly positive contacts, and monthly teacher/student conferences.   The surrounding community is rural with a population of 4,120 and we bus students in from surrounding communities including Snowflake, Heber, Show Low and Pinetop. Because of the rural nature of the area, students are bused in from as far away as 20 miles. Demographically, the population of Taylor is 76% white, 14% Hispanic and 6% Native American. The current poverty rate is 16%. English is the primary language spoken in the community

NAA is a public charter school. At the state level, NAA is regulated by the Arizona Department of Education and the Arizona State Charter School Board. Governance is provided by the Board of Directors.   VISION:
Northern Arizona Academy will guide students in developing the social and academic skills necessary to achieve their goals and become productive members of society.

MISSION:
Northern Arizona Academy's mission is to create an alternative learning environment for youth requiring additional structure and support to achieve academic, social and practical skills that sustain productive, successful and healthy lives.
Last updated March 2024

Northern Arizona Academy is an alternative charter school located in Taylor, Arizona with an enrollment of approximately 65 students. The school qualifies as an alternative school by serving students with ongoing behavioral problems, students that are adjudicated, students that are returning dropouts, students that are primary caregivers and students that are in poor standing academically as demonstrated by being a year or more behind in credits. These types of students comprise 75% of our population. Over 70% of the students enrolled at NAA qualify for free and reduced lunches. Demographically 20% of our students are Hispanic, 12% are Native American, and 67% are white with 52% of our total population being male and 48% female.   Additionally, 25% of students served qualify for SPED services. Our staff is 23% Hispanic 23% American Indian, 54% white, 23% male and 77% female.

Increasingly, over the past three years, our SPED population transitioned from primarily EDP students to SLD and Autistic students. We have also seen a rise in the number of students behind in credits and a decrease in the number of students with behavioral issues and that have been adjudicated.   NAA's philosophy of education is not based on a sole model, but has been influenced by Dewey, Glaser, and Vigostsky and is best expressed by the school's mission and vision. To achieve the mission and vision NAA focuses on the following:

- Meeting the needs of students as individuals
- Providing options that afford the best educational fit for the student
- Communicating frequently with the parent/guardian to encourage involvement in their student's education and build positive relationships.
- Communicating frequently with students to support their goals and build positive relationships.
- Maintaining small class sizes.
- Providing multiple supports to advance academic success.
- Providing work experience, job training, community service, and/or dual credit to further post school outcomes that support the student's interest and goals and connect learning to real world experience.
- Focus on developing positive social/emotional traits that transfer to the workplace or college and support positive relationships.

Our face-to-face curriculum is traditional in content and focuses on reading, writing, math, social studies, science and work skills. We offer elective credits via less traditional means including work study, internships, computer-based courses, credit from courses taken at NPC and through the NAVIT (Northern Arizona Vocational Institute of Technology) program. Curriculum is reviewed and adopted following the adoption process approved by the board on a cyclical calendar. During this process curriculum is evaluated for standard alignment, effectiveness as represented by studies found on What Works Clearinghouse and other ESSA sites, ease of implementation and cost. After adoption, content area teachers develop curriculum maps that include the alignment of standards, pacing, essential questions and various resources that support

instruction and enrichment. This map becomes a working document that is updated by teachers as they modify content and resources. All modifications and updates are sent to the Executive Director for approval. Northern Arizona Academy primarily provides instruction in core content via face to face instruction. Electives are offered either face to face, via APEX in learning labs or via dual enrollment with Northland Pioneer College. Class sizes average 12 students, allowing for individualized support and interventions to be integrated into class. The school day includes CCR where students participate in career and college readiness activities, enrichment activities, remediation and one to one conferencing with the teacher. All students have an ECAP, where they track their progress towards graduation and prepare plans for after they graduate. Teachers integrate activities into the classroom that employ the use of technology as practical tools. We provide alternative scheduling, remote learning, dual enrollment at Northland Pioneer college in traditional academic classes and though their vocational program NAVIT, internships, and opportunities to earn credit through Work-Study with transportation provided. Students are given ample opportunity to recover credits and enrich their learning via APEX online classes, summer school, intersession, CCR enrichment activities and monthly field trips. Students are given leadership opportunities via our Interact and community service activities and taught healthy living habits via our conditioning class.
Hiring

Hiring practices are set by Board Policies 020 Recruiting and Selection, 021 Equal Employment Opportunity, 023 Minimum Employment Requirements and 811 Appeal Process found in the Employee Policy and procedure Manual.
The following steps govern the recruiting and selection process:
The Supervisor will:

1. Provide the Director with a current job description, including key responsibilities and minimum job requirements.
2. Screen incoming applications or resumes to identify candidates who are generally qualified.
3. Conduct screening interviews and have prospective employees complete an application for employment.
4. Arrange interviews between the most qualified applicants and the appropriate supervisor.
5. Conduct a valid, job-related employment interview for each candidate. For each applicant, determine whether there is:
    a. no further interest;
    b. possible further interest: hold pending interview with other candidates; or
    c. definite interest: schedule interviews with appropriate department managers and others on selection panel.

The Director will:

1. Discuss with the supervisor all possibilities of promotion or transfer from within the organization.
2. Distribute a job posting to internal staff.
3. Post on the school website and activate appropriate outside recruiting source(s) if applicable.
4. Ensure reference checks on prospective employees are completed.
5. Create the Contract or the Memorandum of Understanding including the terms of employment and pay rate, following Policy 120.
6. Make a job offer in writing and arrange for beginning work.
7. Arrange for the hired applicant to complete all employment forms and employment processes which may include, but not be limited to:
    i. Furnishing proof of eligibility to work in the U.S.
    ii. Completion of the I-9 form

   iii. Fingerprint clearance card

   iv. Certifications, licenses, degrees and transcripts as required for the position.

    v. Medical, dental and life insurance applications

   vi. Drug testing

  8. Arrange for the Governing Board to meet the new employee at the next regularly scheduled board meeting.

Unsuccessful applicants may appeal the hiring decision to the Board.

Evaluation and Supervision

Evaluation of all personnel focuses on identifying strengths and weaknesses, setting goals, then providing coaching and/or individualized professional development to develop skills.

All staff complete a self-evaluation at the beginning of the year and develop major goals to achieve throughout the school year.   They then meet with the Executive Director to discuss major goals and revise them if necessary. Major goals may not be revised without approval of the Executive Director.

Throughout the year progress on major goals is monitored by the direct supervisor and individualized coaching and professional development are provided to the employee. Some evaluation and supervision methods are unique to the position:

- Teachers: Biweekly walkthroughs, followed by mini-goals and coaching by the Campus Manager. Major goals are supported by professional development. Teacher performance is tracked weekly via the data spreadsheet and coaching notes. The Executive Director meets with the teachers every trimester to track major goals. Ongoing performance issues are addressed via corrective action plans. Teachers may take advantage of tuition reimbursement or AEPA testing stipends to improve performance or add certifications.
- Administration: Major goals are supported by professional development and evaluations every trimester. Meetings are held every trimester with the direct supervisor and/or Executive Director to track goals. Ongoing performance issues are addressed via corrective action plans. Administrative staff may take advantage of tuition reimbursement to improve performance.
- Support Staff: Major goals are supported by professional development and evaluations twice er year. Meetings are held every trimester with the direct supervisor and/or Executive Director to track goals. Ongoing performance issues are addressed via corrective action plans. Support staff may take advantage of tuition reimbursement to improve performance.

Assessments Administered

NWEA Reading, Math and Science Benchmarks: Administered at the end of every trimester to all grade levels. Assessment auto adjusts to the student's performance during the test. Teachers perform data analysis to identify weak strands to target instruction and remediation. Admin monitors longitudinal data to identify and address school wide trends.

AASA: State testing for 8th grade students administered once per year.

AZELLA: State testing for English Language Learners administered once per year. Data is used to track progress in English acquisition and set goals.

ACT Aspire: State testing for 9th grade students. Data is used to identify baseline skills and identify students at risk.

ACT: State testing for 11th grade students. Data is used to identify and address school wide trends.

AZ Civics Test: State testing that graduating seniors must pass before diploma is awarded. May be taken multiple times.

AZ Science: State testing for 11th grade students. We use ACT data to identify schoolwide trends in Science.

Accommodations are assigned on all tests to students qualifying for them. NWEA auto-adjusts based on the skill level of the student. The NWEA tracks growth, the other assessments track final attainment.

Trend Data

NWEA: Since Fall of 2020 NWEA data indicates improved schoolwide average performance in Reading (+7.2), Math (+4.47) and Science (+4.72). Returning students achieve a much higher average than new students (Reading +3, Math +15.13, Science +9.25) than new students. SPED students as a whole also demonstrated gains Reading +2.94, Math +2.36 and Science +3.77. However, SPED gains are lower than their peers. Additionally, the discrepancy between new and continuing SPED students is much higher than that of General Education Students with continuing SPED students scoring much higher (Reading +15.36, Math +16.71, Science +13.36).

ACT: Student performance since 2022 has shown the following trends Math: improving, English, improving, ELA: declining and Science: declining. Our performance versus other alternative schools statewide for students proficient or partially proficient are as follows:

- Math NAA 43% vs Statewide 25%
- ELA NAA 38% vs Statewide 27%

Performance:

As we are an alternative school, all areas need improvement. However, the area with the most urgent need is in ELA as we are also showing a downward trend in reading skills while writing skills trend upward.

Students traditionally perform well on Geometry portions of the test, but as averages have risen, we are seeing performance in Algebra surpassing performance in Geometry.

Improvement Initiatives

Initiative	Progress and Status	Goals
Gradually integrate Carnegie Math Solutions.	Algebra integrated, plans to integrate Geometry next year.	By May 2025. 20% of 11th grade students will score as proficient on the Math portion of the ACT.
Assign bottom 10% of students to remedial math course.	In place and ongoing	
Provide focused math and reading intervention to all students during CCR	Switched intervention approach to computer based interventions on APEX this year.	By May 2025. 20% of 11th grade students will score as proficient on the English portion of the ACT.
Continue providing tutoring and support during lunch and on Fridays to struggling students.	Added required lunch tutoring this year. Shortened Friday tutoring. Seeing decrease in students requiring Friday tutoring with the implementation of lunch tutoring	
Free Summer school and intersessions focusing on failing students and SPED students	In place and ongoing	
Assign the bottom 10% of students to remedial ELA course to improve performance.	In place and ongoing	
Ensure Campus Manager is tracking completion of responsibilities, providing feedback and following through on improvement activities assigned to teachers.	In place and ongoing	By May 2025 increase fidelity to instructional practice and follow-through on improvement as demonstrated by adherence to protocols, coaching notes, 80% fidelity to improved practice as indicated by tracking completion of teacher action steps to improve professional practice, improved graduation rate, and improved student performance on the ACT and ACT Aspire.
Ensure coaching and walkthroughs are taking place on a regular basis and focus on instructional practices.	In place and ongoing	
Provide teachers with individualized Professional Development according to needs identified by the teacher and coach.	In place and ongoing	
Ensure SPED students are provided with weekly support and intervention from a certified SPED Teacher as identified by their IEP and classroom performance,	In place and ongoing	
Schedule meetings and assign stipends for teachers to meaningfully participate in Professional Learning Community meeting to support data analysis and Professional development that improve instructional practices.	In place and ongoing	
Organize a folder in the District Drive that provides access to enrichment resources and training.	Folder in place and minimally developed as teachers are not contributing	By May 2025 in-class opportunities for academic enrichment will be provided to students twice per month as evidenced by student artifacts, lesson plans and observation notes. Impact on student outcomes will be measured by an increase of

Provide training to teachers on embedded enrichment in their existing curriculum.	Teacher primarily focusing on technology training to embed enrichment. 2/4 teachers have completed	students at grade level on NWEA benchmark testing in ELA from 58% to 63% and Mathematics from 57% to 62%.
Track integration of in-class enrichment activities,	In place and ongoing	
Provide funding for training, materials, supplies and transportation for enrichment activities.	In place and ongoing	
Employ an Outreach Coordinator to facilitate enrichment activities within the community and the student Job Shadow and Internship programs.	Position staffed	
Purchase student licenses for Edgenuity to provide students with the opportunity to take enrichment and credit recovery courses.	In place and ongoing	