



MAY 15, 2017

Charter Renewal Report

Canyon Rose Academy, Inc.

AGENDA ITEM: Charter Renewal Application—Canyon Rose Academy, Inc.

Request

Canyon Rose Academy, Inc. (“Charter Holder”) submitted a charter renewal application package (Appendix A. Renewal Application) on December 30, 2016 to continue operation of Canyon Rose Academy serving grades 9-12 in Tucson.

Background

History

The Charter Holder was granted a charter in 2001, which is currently approved for grades 9-12, and operates one school: Canyon Rose Academy. At its January 2017 meeting, the Board approved the Charter Holder’s request for the addition of a new school Canyon Rose Academy – East.

School Name	Month/Year Open	Location	Grade Levels Served	Current Status	FY2017 100 th Day ADM
Canyon Rose Academy	August 2003	Tucson	9-12	Open	301.261
Canyon Rose Academy-East	Planned opening August 2017	Tucson	9-12	Not Yet Open	N/A

Governance

The Charter Holder is governed by a corporate board that consists of four individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
Eugene Kinghorn	President
Catherine Kinghorn	Vice-President
Ian Shalek	Secretary
Wyatt Chambers	Treasurer

The school has a separate governing body. The governing body membership is listed in the chart below.

Member Name	Type
Eugene Kinghorn	Other
Kimberly McCarthy	Community Member
Shannon Pfeleiderer	Community Member

Associated Schools

Associated schools are defined as schools operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.

Schools Associated with Canyon Rose Academy	
Operated by the same EMO (Rose Management Group)	
School	Charter Holder
Desert Rose Academy Charter School	Desert Rose Academy, Inc.
Mountain Rose Academy	Mountain Rose Academy, Inc.
Pima Rose Academy	Pima Rose Academy, Inc.

Compliance

As stated in Board policy, prior to a renewal application package being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder was last before the Board on January 10, 2017 for New School and Enrollment Cap Amendment Requests, which were approved by the Board.



Performance Summary

The Charter Holder's performance for each of the Board's frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder's dashboards are included in Appendix: B. Renewal Summary Review.

Academic Performance

The academic performance of Canyon Rose Academy for the 2012–2014 fiscal years, based on the Board's academic framework in effect at that time, is represented in the table below.

School Name	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Canyon Rose Academy	61.88 / C-ALT	65.62 / C-ALT	61.46 / C-ALT

The Board's current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, Canyon Rose Academy has not been designated for school improvement in FY 2017.

Operational Performance

The Operational Performance Framework includes expectations the Charter Holder and the schools it operates are required to meet through state and federal law, the charter contract, and administrative rule. The Charter Holder currently meets the Board's Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

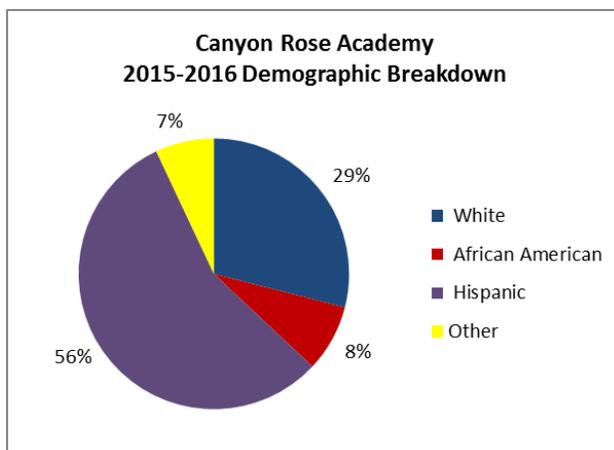
Financial Performance

The Financial Performance Framework gauges both near-term financial health and longer term financial sustainability of the Charter Holder. Six measures are used in the financial framework: Going Concern, Unrestricted Days Liquidity, Default, Net Income, Cash Flow, and Fixed Charge Coverage Ratio. The Charter Holder meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

Charter Holder Profile

The Charter Holder was granted a charter that became effective on June 5, 2003, which is currently approved for grades 9–12. Canyon Rose Academy, Inc. currently operates one school: Canyon Rose Academy.

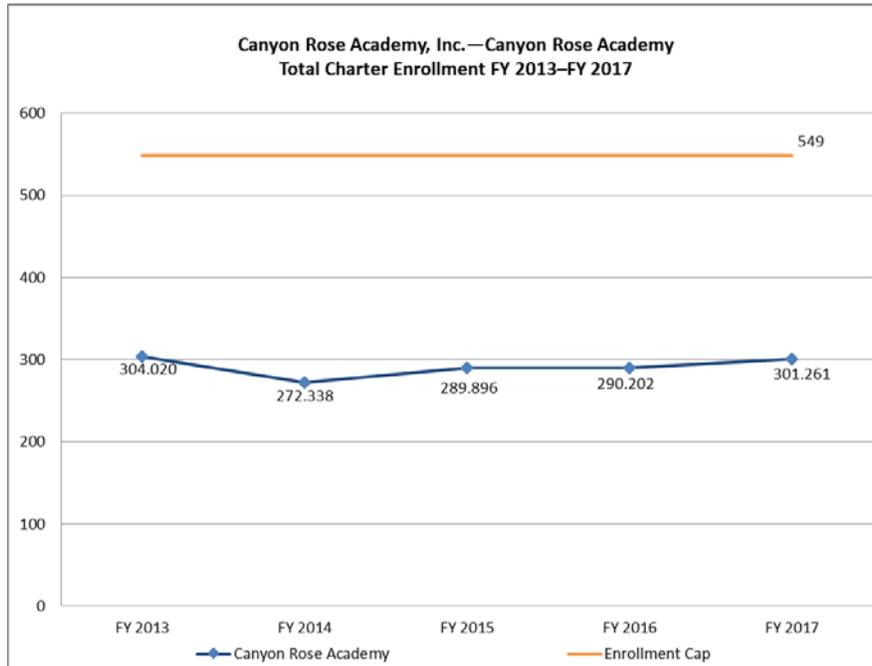
The tables below identify the percentage of students in each demographic group and subgroup identifier.



2015-2016 Subgroup Data	
Category	Canyon Rose Academy
Free and Reduced Lunch	67%
English Language Learners	*
Special Education	13%

**If the percentage of students is 0% or 100% or the group includes less than 10 students, the percentage for that group is redacted.*

The enrollment cap for the Charter Holder is 549. The graph below shows Average Daily Membership (“ADM”) for the Charter Holder based on 100th day ADM for FY 2013 – FY 2017. At its January 2017 meeting, the Board approved an increase to the Charter Holder’s enrollment cap from 549 to 800 students, to be effective in FY 2018.



Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review (“ASR”) to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The visit was conducted by Rachel Hannah, Education Program Manager and Daniel Cobin, Education Program Manager on March 28, 2017.

At the ASR site visit, all areas were found to be in compliance, and no follow up was required.

Classroom observations completed during the ASR site visit confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the ASR site visit, the Charter Holder was able to provide documentation and describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, a system for monitoring the integration of State academic standards in instruction, and a professional development plan that supports effective implementation of the curriculum.

Detailed information regarding the Academic Systems Review is provided in Appendix C. Academic Systems Review Report.



Additional School Choices

Canyon Rose Academy

Canyon Rose Academy received a letter grade of C-ALT and an Overall Rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school is located in Tucson near South Wilmot Road and East Golf Links Road. The following information identifies additional alternative schools within a five-mile radius of the school and the academic performance of those schools.

There are three alternative schools serving grades 9–12 within a five-mile radius of Canyon Rose Academy that received an A–F letter grade. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE. The table identifies if those schools scored above average on the AzMERIT, had comparable scores to those of Canyon Rose Academy, and the number that are charter schools.

2014 Letter Grade	Canyon Rose Academy			2016 AzMERIT ELA 29%	2016 AzMERIT Math 6%	Charter Schools
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	
B-ALT	1	0	0	0	0	1
C-ALT	1	0	0	0	0	1
F	1	0	0	0	0	0

Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:
I move to approve the charter renewal application package and grant a renewal contract to Canyon Rose Academy, Inc.

Option 2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal performance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Canyon Rose Academy, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A
RENEWAL APPLICATION

Renewal Application—Canyon Rose Academy, Inc.

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Eugene Kinghorn 12/30/2016

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	05/03/2017	Report Type:	Renewal
---------------------	------------	---------------------	---------

Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Canyon Rose Academy, Inc.		
Charter CTDS:	10-87-15-000	Charter Entity ID:	81029
Charter Status:	Open	Contract Effective Date:	06/05/2003
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> • Canyon Rose Academy: 144
Charter Grade Configuration:	9-12	Contract Expiration Date:	06/04/2018
FY Charter Opened:	2003	Charter Signed:	06/05/2003
Charter Granted:	03/19/2001	Charter Enrollment Cap	549
Corp. Type	For Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	3686 West Orange Grove Road Suite 192 Tucson, AZ 85741	Website:	—
Phone:	520-797-4884	Fax:	520-797-8868
Mission Statement:	Canyon Rose Academy, as an alternative high school providing credit recovery for students with poor academic standing, will “Honor the Promise of Education” By: Training students in the fundamental skills needed to graduate high school, transition into continuing education or college, and explore career choices. Expanding how students learn how to think. Creating life options/opportunities for each graduate.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Dr. Eugene Kinghorn	drkinghorn@rosemanagement.com	—

Academic Performance - Canyon Rose Academy

[Hide Section](#)

School Name:	Canyon Rose Academy	School CTDS:	10-87-15-201
School Entity ID:	81030	Charter Entity ID:	81029
School Status:	Open	School Open Date:	08/18/2003
Physical Address:	2401 South Wilmot Road Tucson, AZ 85711	Website:	http://www.go2rose.com
Phone:	520-514-5112	Fax:	520-797-8868
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	272.338

Academic Performance Per Fiscal Year

[Hide Section](#)

Canyon Rose Academy

2012 Alternative High School (9 to 12)	2013 Alternative High School (9 to 12)	2014 Alternative High School (9 to 12)
--	--	--

1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	26	50	2.5	19.5	25	2.5	20.5	25	2.5	
	Reading	41.5	75	2.5	57	75	2.5	39	50	2.5	
1b. Improvement	Math	28.5	50	12.5	23	50	12.5	22	50	12.5	
	Reading	37	50	12.5	48.2	75	12.5	37.5	50	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	20 / 19.7	75	10	16.9 / 19.3	50	10	17.4 / 20.3	50	10	
	Reading	58 / 50.6	75	10	69.2 / 52.5	75	10	58.7 / 54.5	75	10	
2b. Subgroup ELL	Math	NR	0	0	13.6 / 20.4	50	1.67	20 / 20.6	50	1.67	
	Reading	NR	0	0	62.5 / 48.2	75	1.67	36.4 / 50.6	50	1.67	
2b. Subgroup FRL	Math	21 / 18.7	75	5	15.1 / 18.2	50	1.67	17 / 20.3	50	1.67	
	Reading	62 / 49.6	75	5	67.6 / 50.8	75	1.67	60 / 52.7	75	1.67	
2b. Subgroup SPED	Math	NR	0	0	5.3 / 5.8	50	1.67	4.8 / 5	50	1.67	
	Reading	NR	0	0	27.3 / 22.7	75	1.67	46.7 / 27.6	75	1.67	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C-ALT	50	5	C-ALT	50	5	C-ALT	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Met	75	15	Met	75	15	Met	75	15	
4b. Academic Persistence		67	50	20	88	75	20	76	75	20	
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		61.88			100	65.62			100	61.46	

Academic Performance - Canyon Rose Academy - East

[Hide Section](#)

School Name:	Canyon Rose Academy - East	School CTDS:	00-00-00-000
School Entity ID:	0	Charter Entity ID:	81029
School Status:	Not Yet Open	School Open Date:	08/03/2017
Physical Address:	8981 East Tanque Verde Road #281 Tucson, AZ 85749	Website:	—
Phone:	520-981-2326	Fax:	000-000-0000
Grade Levels Served:	—	FY ??? 100th Day ADM:	—

Academic Performance Per Fiscal Year

[Hide Section](#)

There are no Academic Performance Frameworks for this school.

Financial Performance

[Hide Section](#)

Charter Corporate Name: Canyon Rose Academy, Inc.
 Charter CTDS: 10-87-15-000 Charter Entity ID: 81029
 Charter Status: Open Contract Effective Date: 06/05/2003

Financial Performance

[Hide Section](#)

Canyon Rose Academy, Inc.

Fiscal Year 2015

Fiscal Year 2016

Near-Term Measures

	No	Meets	No	Meets
Going Concern				
Unrestricted Days Liquidity <small><30, but ≥15: Does Not Meet <15: Falls Far Below</small>	23.26	Does Not Meet	47.56	Meets
Default	No	Meets	No	Meets

Sustainability Measures*

Net Income <small>≤0: Does Not Meet</small>	(\$88)	Does Not Meet	\$140,684	Meets		
Fixed Charge Coverage Ratio <small><1.10: Does Not Meet</small>	1.00	Does Not Meet	1.60	Meets		
Cash Flow (3-Year Cumulative) <small>Negative: Does Not Meet**</small>	\$34,559	Does Not Meet	\$154,443	Meets		
Cash Flow Detail by FY	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	(\$13,454)	\$30,266	\$17,747	\$137,631	(\$13,454)	\$30,266

Additional Information

The fiscal years 2015 and 2016 audits include combined financial information for five entities, including Canyon Rose Academy, Inc. The information above reflects the financial performance of Canyon Rose Academy, Inc. Based on the fiscal years 2015 and 2016 audits, the combined entity meets the Board's financial performance expectations.

Meets Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
 ** Target effective beginning with FY16 audits.

Operational Performance

[Hide Section](#)

Charter Corporate Name: Canyon Rose Academy, Inc.
 Charter CTDS: 10-87-15-000 Charter Entity ID: 81029
 Charter Status: Open Contract Effective Date: 06/05/2003

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--

Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--

	identified	identified	
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-11-22 15:30:52

APPENDIX C

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	Canyon Rose Academy, Inc.	School	Canyon Rose Academy
Charter Holder Entity ID	81029	Site Visit Date	March 28, 2017
Academic Systems Review due to: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No Issue	N/A
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
Other	No Issue	N/A

Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction states that “students are provided the unique opportunity to create their own “simulated, self-paced, individualized, computerized business world.” Additionally, “students are individually counseled and their career interests intensified.” The vision, as stated in the charter contract, says that the school will provide “rigorous, individualized, self-paced high school coursework that is consistently delivered within a state-of-the-art computerized system.”

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed students working independently in a large computer lab. Students were working on a variety of subjects, including math, writing, social studies, and science. Several teachers were engaged in one-on-one instruction with students at their stations, including providing support in reading comprehension. Staff also observed a direct instruction course in consumer math where students worked individually, wrote responses on the board, and reviewed with teacher for understanding.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. **The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels**
- ii. **The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area**
- iii. **The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year**

<p style="text-align: center;">Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Standards frequency tables demonstrate the specifics units, unit titles, lesson numbers, lesson titles, and lesson types for each specific content standard.</p> <p>Curriculum Maps were provided for all four years of high school English, Algebra 1 and 2, Geometry, Science Courses, and Social Studies Courses. Curriculum Maps include course questions, standards focus, critical concepts, performance options, and learning routines.</p> <p>Standards Frequency Report indicates the number of lessons in which each standard for Reading, Writing, Language, and Speaking and Listening occurs within the Odysseyware system. This document demonstrates that all standards are covered through the scope of the curriculum.</p>	<p>Odysseyware Curriculum AZ Standard Coverage Reports (Standards Frequency Tables, Standards Maps)</p> <p>Curriculum Maps</p> <p>Standards Frequency in Content Areas Report</p>
<p>ii. Curriculum Maps include course questions. The course questions elaborate upon the specific concepts that students will access through course completion.</p>	<p>Curriculum Maps</p>
<p>iii. Curriculum Maps were provided for all four years of high school English, Algebra 1 and 2, Geometry, Science Courses, and Social Studies Courses. Curriculum Maps include course questions, standards focus, critical concepts, performance options, and learning routines. Courses are divided up into sequential units that students work through.</p>	<p>Curriculum Maps</p>
<p>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</p>	
<p>i. The school has a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum</p> <p>ii. The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</p> <p>iii. The school has a process that generates a plan of action based on findings</p>	
<p style="text-align: center;">Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The process document indicates that standards coverage is reviewed yearly, and that data is collected quarterly and measured each semester and at the end of the school year. Additionally, page 11 of the document indicates that data collection and analysis takes place quarterly and the data analysis component, providing for school year to school year analysis and identification of opportunities for curriculum development takes place at the end of the school year.</p>	<p>Annual Systematic Process for Monitoring, Evaluating, and Reviewing Curriculum</p>

<p>ii. The process document indicates that teachers are surveyed, feedback is solicited via email and in person, and teaching teams and content area teams are met with at curriculum town halls. The process includes teacher, administrators, and content area experts.</p>	<p>Annual Systematic Process for Monitoring, Evaluating, and Reviewing Curriculum</p>
<p>iii. The process document indicates that a plan of action determining additional data analysis and a plan for curriculum development and professional development is created each semester.</p> <p>Data reports demonstrate that aggregate performance level data is collected and aggregated for AzMERIT and internal pre- and post-tests.</p> <p>The credit audit issue document indicates course titles, primary concerns, and action items for each component identified as an issue.</p>	<p>Annual Systematic Process for Monitoring, Evaluating, and Reviewing Curriculum</p> <p>Data Reports</p> <p>Credit Audit Curriculum Issue document</p>
<p>How is integration of the state academic standards into the teachers’ instructional practices assessed?</p>	
<p>i. Classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction</p> <p>ii. The school consistently uses a tool to assess the integration of standards into instruction</p> <p>iii. The school consistently uses a tool to assess whether instruction occurs according to the school’s instructional planning document (scope and sequence, pacing guide, etc.)</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Observations are conducted each quarter per the Evaluation Timelines and Activities Component of the APAT.</p> <p>The instruction observational form checks for establishing the purpose for the learning. This includes checking objectives related to specific lessons in Odysseyware, which indicate specific standards.</p>	<p>Administrative Performance Assessment Tool (“APAT”)</p> <p>Instruction Observational Form</p>
<p>ii. The instruction observational form checks for establishing the purpose for the learning. This includes checking for a posted objective. These objectives are related to specific lessons in Odysseyware, which indicate specific standards.</p>	<p>Instruction Observational Form</p>
<p>iii. The instruction observational form checks for establishing the purpose for the learning. This includes checking for a posted objective that demonstrates a high level of rigor. These objectives are related to specific lessons in Odysseyware.</p>	<p>Instruction Observational Form</p>
<p>What comprises the school’s teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p>	

<p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p> <p>iii. The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. The APAT includes an evaluation and timelines page that indicates specific timeframes of each component of the process. This demonstrates that formative evaluations occur in the first, second, and third quarters, and that the summative evaluation occurs in the 4th quarter. The page indicates that the principal is responsible for these components of the process.</p>	<p>APAT</p>
<p>ii. The Instruction Observational Form is used to appraise small group instruction. It includes ratings for each component of Domain 2 (Instruction). The form gives a rating and the evidence leading to that rating. The back section includes a feedback cycle checklist. Finally, there is a coaching section in which the evaluator provides feedback and suggestions to the teacher.</p>	<p>Instruction Observational Form</p>
<p>iii. The Teacher Performance Rating Document demonstrates scores for each of 4 domains and the scores for each component of those domains. Domains include growing and developing professionally, instruction, demonstrating knowledge or ROSE pedagogy, and planning. The document also provides a final score for each domain. This serves as the final, summative component.</p>	<p>Teacher Performance Rating Document</p>
<p>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</p>	
<p>i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</p> <p>ii. The school is able to provide evidence of a process that uses assessment data to create a plan for instruction</p> <p>iii. The school has a process that clearly identifies who is responsible for evaluating student data</p> <p>iv. The school assessment plan identifies the types of data collected and periods of review for identified data</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. The ROSE Assessment Plan indicates that the school utilizes the stat mandated assessments, AZELLA, Rose Benchmarking System, Scholastic Reading Inventory, and Odysseyware Course Assessments. Odysseyware course assessments allow for pre-tests that then prescribe lessons and quizzes to aide in credit recovery. Evidence of completed Odysseyware assessments and Reading Inventory reports and scores was provided.</p>	<p>ROSE Assessment Plan</p>
<p>ii. Plans for small group instruction demonstrate that students are pulled in small groups based on a variety of factors, including a needed strategy, low progress (at 50% or below for more than a week), or high</p>	<p>Plans for Small Group Instruction</p>

<p>progress (check for understanding). These plans are based in the data and identify an objective for the instruction, focus standards, activities/tasks, learning/assessment, and differentiated instruction.</p>	
<p>iii. The January In-service provided time for a data review and creation of a plan of action for the semester. The in-service indicates that teachers are using Friday planning time to use data to identify clusters of students to work with. It is stated that this data informs the small group instruction.</p> <p>Anecdotal: ROSE wide system includes administrators from throughout the system to evaluate data throughout. All administrators come together to look at trends across the system.</p>	<p>January 2, 2017 In-service Agenda and Materials</p>
<p>iv. Collected data is reviewed during the teachers' Friday planning time.</p> <p>The Assessment Plan outlines when each specific test is administered, to whom it is administered, and what format the test is given in. The plan also includes a testing calendar that indicates specific dates for certain assessments and who is tested by the specific assessment.</p>	<p>January 2, 2017 In-service Materials ROSE Assessment Plan</p>
<p>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</p>	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school is able to provide evidence of how the implementation of professional development is monitored</p> <p>iv. The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PD agenda from December 1, 2016 demonstrates that teachers received training in reading comprehension.</p> <p>PD agenda from November 1, 2016 demonstrates that teachers received training in strategic tutoring (1 on 1 strategies) with students.</p> <p>PD agenda from January 19, 2017 indicates training in instructional accountability. This training looked at student level data and credits.</p> <p>PD agenda from March 2, 2017 indicates training in AZ Common Core Standards. This training included analyzing student credits and creating a plan to finish, as well as integration of AzMERIT standards into lesson plans.</p>	<p>Professional Development Agendas</p>

<p>ii. Agendas indicate that PD has taken place regarding team cohesiveness, professional duties, student engagement, academic coaching, skill development, Kansas University Strategies (reading comprehension), and strategic tutoring.</p>	<p>Professional Development Agendas</p>
<p>iii. Teacher performance ratings for observations for Domain 2 include a component that addresses student outcomes, and this is related back to Professional Development.</p>	<p>Teacher Performance Rating</p>
<p>iv. Teachers were trained in MIA (Model of Instructional Analysis) in Professional Development. Small group instruction is tied to teacher MIA goals. The administrator tracks Lexile scores for students, and then looks at the improvement of students based on teacher intervention and implementation.</p>	<p>PD Agenda and Materials November 15, 2016</p>
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
<p>i. The school provides professional development activities that support implementation of the school's program of instruction</p> <p>ii. The professional development provided is aligned to the curriculum</p> <p>iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PD Agenda from January 19, 2017 indicates training in instructional accountability. This training looked at student level data and credits.</p> <p>PD agenda from March 2, 2017 indicates training in AZ Common Core Standards. This training included analyzing student credits and creating a plan to finish, as well as integration of AzMERIT standards into lesson plans.</p>	<p>Professional Development Agendas</p>
<p>ii. PD agenda from February 14, 2017 demonstrates development in content exploration and curriculum and instruction. Training included a focus on creating AzMERIT focused objectives. Training also included integration of language structures into social studies content.</p>	<p>Professional Development Agendas</p>
<p>iii. PD agenda from December 1, 2016 demonstrates that teachers received training in reading comprehension.</p> <p>PD agenda from November 1, 2016 demonstrates that teachers received training in strategic tutoring (1 on 1 strategies) with students.</p> <p>PD agenda from January 19, 2017 indicates training in instructional accountability. This training looked at student level data and credits.</p>	<p>Professional Development Agendas</p>

<p>PD agenda from March 2, 2017 indicates training in AZ Common Core Standards. This training included analyzing student credits and creating a plan to finish, as well as integration of AzMERIT standards into lesson plans.</p>	
<p>What types of professional development follow-up occur?</p>	
<p>i. The school is able to provide evidence of follow-up activities conducted by leadership and/or staff ii. The school provides opportunities for feedback to be given regarding professional development</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PD on getting more proficiency in strategic tutoring. Teachers took a knowledge test to see how they've taken in the information. This is tracked on a spreadsheet to ensure teachers achieved completion. As part of their evaluation, they must have students use that specific strategy. Observation Checklist checks for whether strategic tutoring has been implemented appropriately. This is used by the administrator to check teacher implementation of the strategic tutoring. Data is further tracked by the teacher to utilize evidence to indicate effectiveness.</p>	<p>Professional Development Agenda November 1, 2016 Strategic Tutoring Student Observation Checklist</p>
<p>ii. Stakeholder surveys from teachers include questions regarding continuous professional learning based on needs and whether professional learning is designed to build capacity among all professional and support staff members. The new Teacher Orientation Survey checked to see what questions teachers still had after development and what their needs are for future training.</p>	<p>AdvancED Stakeholder Survey New Teacher Orientation Survey</p>