Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Desert Rose Academy, Inc.
School Name: Desert Rose Academy Charter School
Site Visit Date: February 25, 2015

Required for: Renewal
Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
[G.1] **Model for Instructional Accountability** **Pre-Service PD PowerPoint** **Friday Planning Form from RP3** **Rose personal Progress Plan** **Academic Coaching Assignment List** **Student lesson Plan Report** **ROSE Course Proposal** **Admin Pending Grad Document**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows up on student progress toward completing courses to meet graduation requirements. **The documents provided demonstrate evidence of the following:** • We support timely graduation through our Rose Personal Progress program (RP3). • Administrators, Academic Coaches, and students have specific assigned responsibilities in using the RP3. (see page 68-69 of DSP Report)
[G.2] **Alternative Ed Itemized Summary** **OW Course Percent Complete** **RTI – Child Find Meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies students that are not successfully progressing through required courses. **The documents provided demonstrate evidence of the following:** • The content area teachers discuss in the PLCs how to work with students who are not successfully progressing. The student's content area teachers, Academic Coach, and the Principal are each accountable to get the student back on track.
[G.3] **RP3 Rationale** **RTI – Child Find Meeting** **Instructional Schedule** **ROSE Lesson Plans** **Strategic Tutoring Checklist**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides additional academic supports to remediate academic problems for struggling students. **The documents provided demonstrate evidence of the following:** • DRA uses RtI meetings to plan remediation for struggling students. • Content area teachers using data from student performance offer small group instruction to remediate skills gaps demonstrated by specific groups of students. • Teachers use the KU Strategies.

[G.4] **A-F Technical Manual supporting 4- through 7-year cohort** **Grad Rate Reports from Common Logon** **RP3 Credit Earned Comparison** **Graduation Check Form**	**Charter holder indicated the intended purpose of the document was to demonstrate:** what data demonstrates that these strategies are effective. **The documents provided demonstrate evidence of the following:** • Our internal RMG research shows that when implemented with fidelity, students with RP3s are 3 times as likely to earn credit as students without RP3s. • DRA principals also conduct exit interviews with graduates. Graduates report that they learn the value of goal setting, being prepared to plan and set goals for future schooling and careers because they have been taught how to set a goal, break the goal down into achievable chunks, and then steadily, incrementally work in segments to achieve these goals.

I, Johanna Medina, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015 Johanna Medina

I, Dr. Evgenia Kyr, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015