Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Desert Rose
School(s): Desert Rose
Date Submitted: 1-22-2015 (deadline to ASBCS 1-23-15)
Purpose of Demonstration of Sufficient Progress *(check one):*

- ☐ Annual Monitoring
- ☐ Interval Review
- ☒ Renewal
- ☐ Failing School
- ☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ☒ FY2013
- ☒ FY2014

Table of Contents

Area I: Data 7
Area I - Data for All Applicable Measures and Subgroups 8
GROWTH DATA (D.1 – 4) 9
Growth of Desert Rose Academy students in credit recovered-earned in Math, all students and disaggregated. 9
Growth of Desert Rose Academy students in credit recovered-earned for Reading, all students and disaggregated. 10
PROFICIENCY DATA 13
Percent Passing – Math & Reading: Not required – DRA "met" Percent Passing in 2013 and 2014, (D. 5 & 6) 13
SUBGROUP PROFICIENCY DATA 13
Subgroup, ELL – Math, (D.7) 13
Subgroup, ELL – Reading, (D.8) 14
Subgroup, FRL – Math & Reading: Not Required – DRA "met" Subgroup FRL Percent Passing in 2013 and 2014, (D.9 & 10) 14
Subgroup, Students with Disabilities – Math, (D.11) 15
Subgroup, Students with Disabilities – Reading (D12) 15
GRADUATION DATA (D13) 16
Academic Persistence (Alternative Schools Only). Not Required – DRA "met" Academic Persistence in 2013 and 2014. (D14) 17
Estimate of Desert Rose Academy's FY 2015 Dashboard with data that should be available 17
Area I Valid and Reliable Data 18
I.2 How does the Charter Holder know that the data described above is valid and reliable? 18
Area I. Conclusions Drawn From Data 18
I.3 What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis? 18
Area II: Curriculum 20
Area II. Evaluating Curriculum 20
II.1 What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards? 20
II.2 How does the Charter Holder identify gaps in the curriculum? 22
Area II. Adopting/Revising Curriculum 23
II.3 What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes? 23

II.4 Who is involved in the process for adopting or revising curriculum? 25

II.5 When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt? 25

II. Implementing Curriculum 27

II.6 What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder? 27

II.7 What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year? .. 28

II.8 What is the expectation for consistent use of these tools? How are these expectations communicated? 29

II.9 What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction? 30

Area II. Alignment of Curriculum 31

II.10 How does the Charter Holder know the curriculum is aligned to standards? 31

Area II. Adapted to Meet the Needs of Subgroups 33

II.11 How has the Charter Holder ensured that the curriculum addresses the needs of non-proficient students? 33

II.12 How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)? 34

II.13 How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students? 35

II.14 How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities? 35

Area III: Assessment 37

Area III. Assessment System 37

III.1 What types of assessments does the Charter Holder use? 37

III.2 What was the process for designing or selecting the assessment system? 38

III.3 How is the assessment system aligned to the curriculum and instructional methodology? 38

III.4 What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments? 39

III. Analyzing Assessment Data 40

III.5 How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data? 40

III.6 How is the analysis used to evaluate instructional and curricular effectiveness? 41

III.7 How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction? 41

III. Adapted to Meet the Needs of Subgroups 42

III.8 How is the assessment system adapted to meet the assessment needs of non-proficient students? 42

III.9 How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)? 42

III.10 How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students 43

III.11 How is the assessment system adapted to meet the assessment needs of students with disabilities? 43

Area IV: Monitoring Instruction 45

Area IV. Monitoring the Integration of Standards 45

IV.1 What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity? 45

IV.2 How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year? 48

IV. Evaluating Instructional Practices 49

IV.3 What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction? 49

IV.4 How does this process identify individual strengths, weaknesses, and needs? 50

IV. Providing Analysis and Feedback to Further Develop Instructional Quality 51

IV.5 How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices? 51

IV.6 How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response? 52

IV. Adapted to Meet the Needs of Subgroups 54

IV.7 How does the Charter Holder monitor instruction to ensure it is meeting the needs of non-proficient students? 54

IV.8 How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)? 56

IV.9 How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students? 57

IV.10 How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities? 57

Area V: Professional Development 59

Area V. Professional Development System 59
V.1 What is the Charter Holder's professional development plan? 59
V.2 How was the professional development plan developed? 60
V.3 How is the professional development plan aligned with instructional staff learning needs? 60
V.4 How does this professional development plan address areas of high importance? 61
V.5 How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions? 63
V.6 How does the Charter Holder provide the resources that are necessary for high quality implementation? 63
Area V. Monitoring Implementation 64
V.7 How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions? 64
V.8 How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development? 65
Area V. Adapted to Meet the Needs of Subgroups 66
V.9 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of non-proficient students? 66
V.10 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)? 66
V.11 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students? 67
V.12 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities? 67
Area VI: Graduation Rate 68
Area VI. Ensuring Students in Grades 9-12 Graduate On Time 68
VI.1 How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements? 68
VI.2 How does the Charter Holder identify students that are not successfully progressing through required courses? 70
VI.3 How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students? 70
VI.4 What data can the Charter Holder provide to demonstrate that these strategies are effective? 71
Area VII: Academic Persistence, not required – DRA "Met" in FY 13 & 14 73

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   c. To locate the DSP Online Technical Assistance presentations on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.
   d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder's Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: _____Desert Rose Academy_____

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☐	☐	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	☒	☐	☒	☒
Improvement – Reading (Alternative High Schools Only)	☒	☐	☐	☒	☒
Percent Passing – Math	☒	☐	☒	☐	☐
Percent Passing – Reading	☒	☐	☒	☐	☐
Subgroup, ELL – Math	☐	☒	☒	☐	☒
Subgroup, ELL – Reading	☒	☐	☐	☒	☒
Subgroup, FRL – Math	☒	☐	☒	☐	☐
Subgroup, FRL – Reading	☒	☐	☒	☐	☐
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☒	☐	☒
High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☒	☐	☒	☐	☐

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

Area I - Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

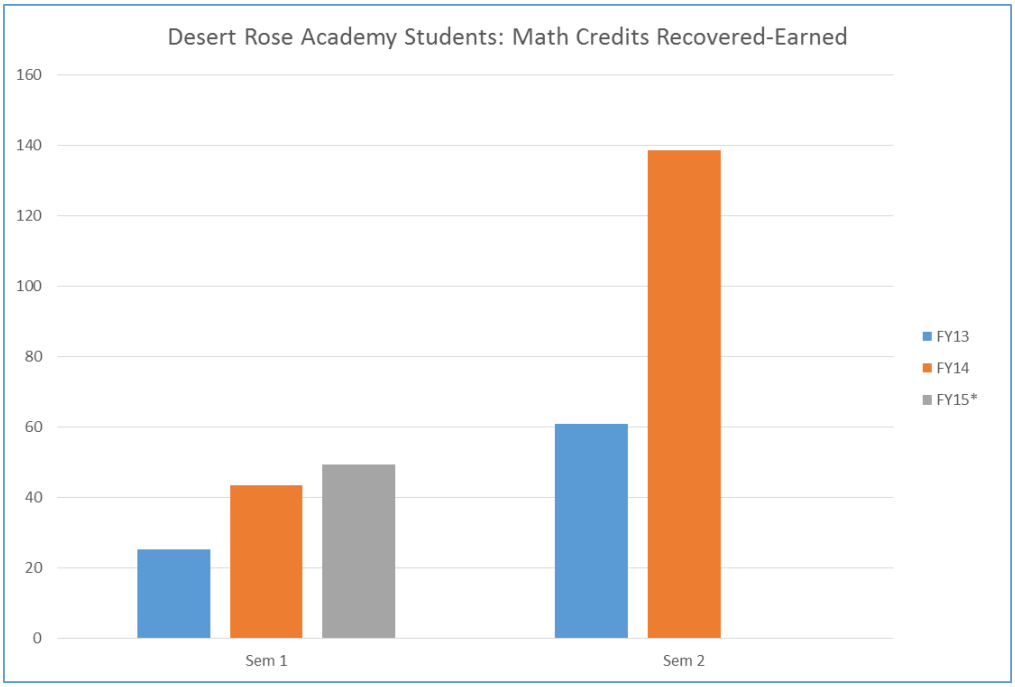
Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

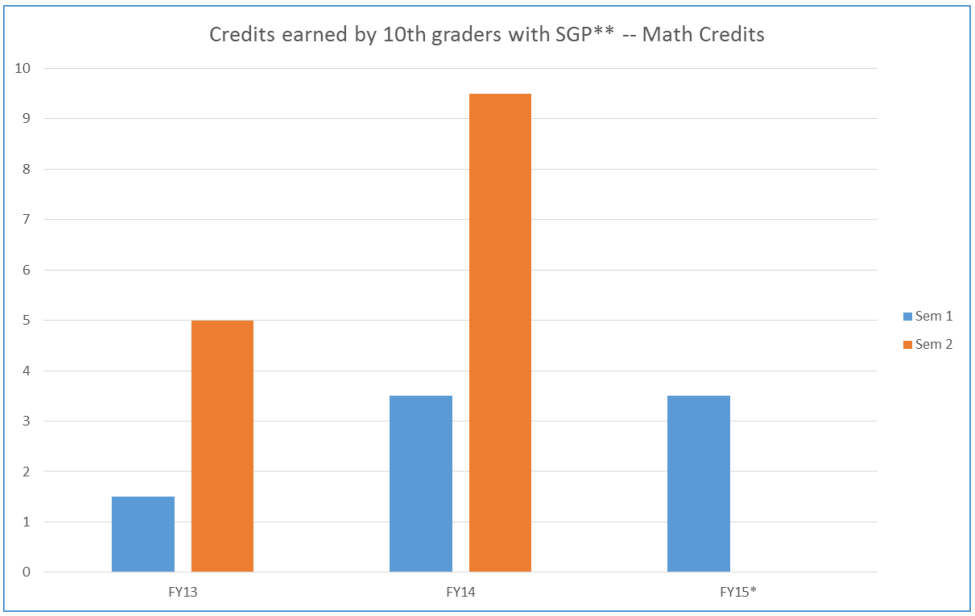
Insert data here:

GROWTH DATA (D.1 – 4)

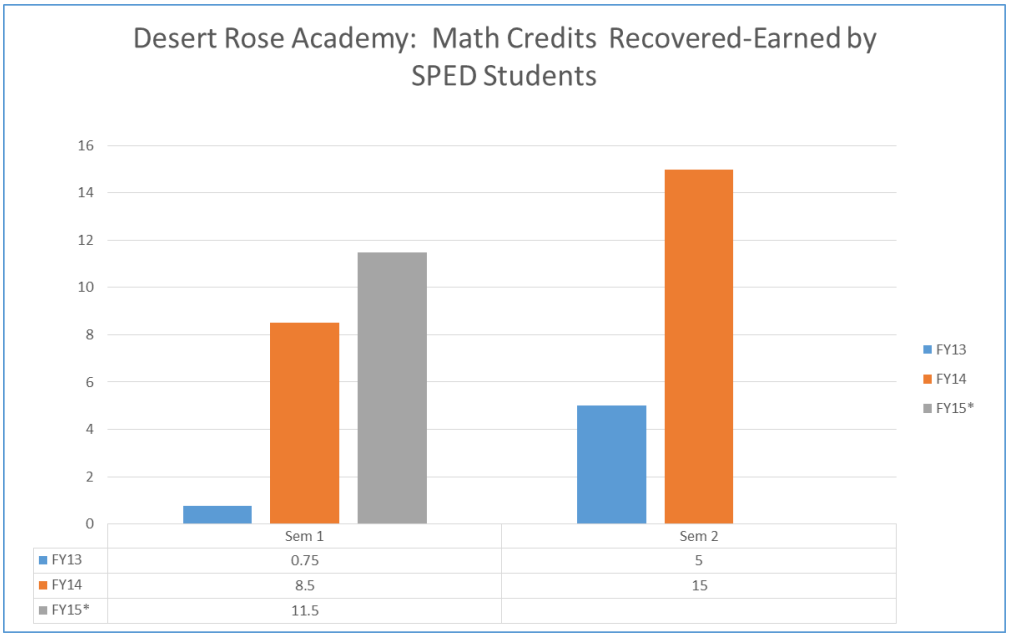
Growth of Desert Rose Academy students in credit recovered-earned in Math, all students and disaggregated.



*FY 15 includes first semester only due to timing of this DSP submittal.

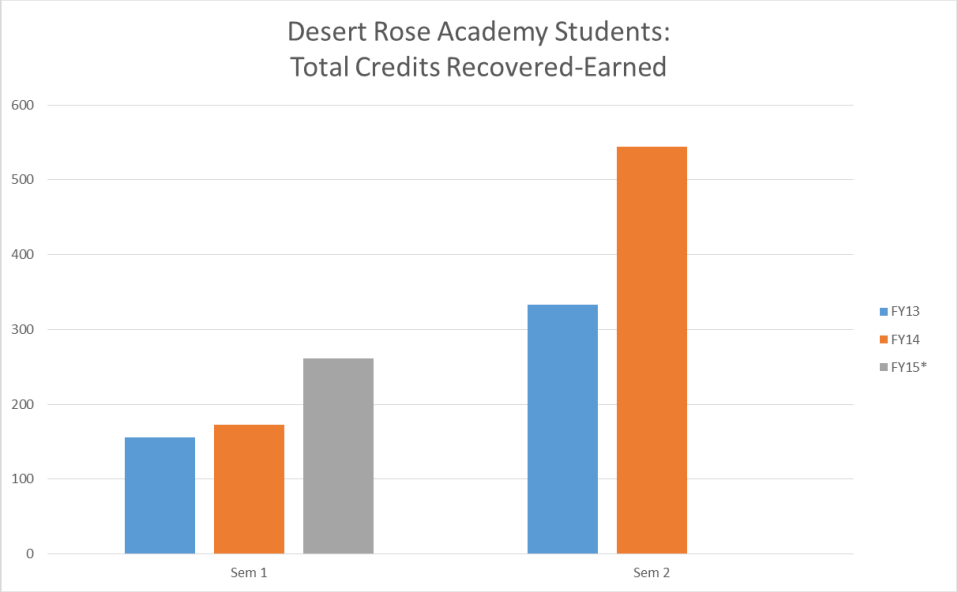


*FY 15 includes first semester only due to timing of this DSP submittal.
**SGP in FY 13 & 14 was only available for 10th graders at high schools. ADE has not yet determined if-how SGP will be calculated for AzMERIT high school end-of-course assessments.

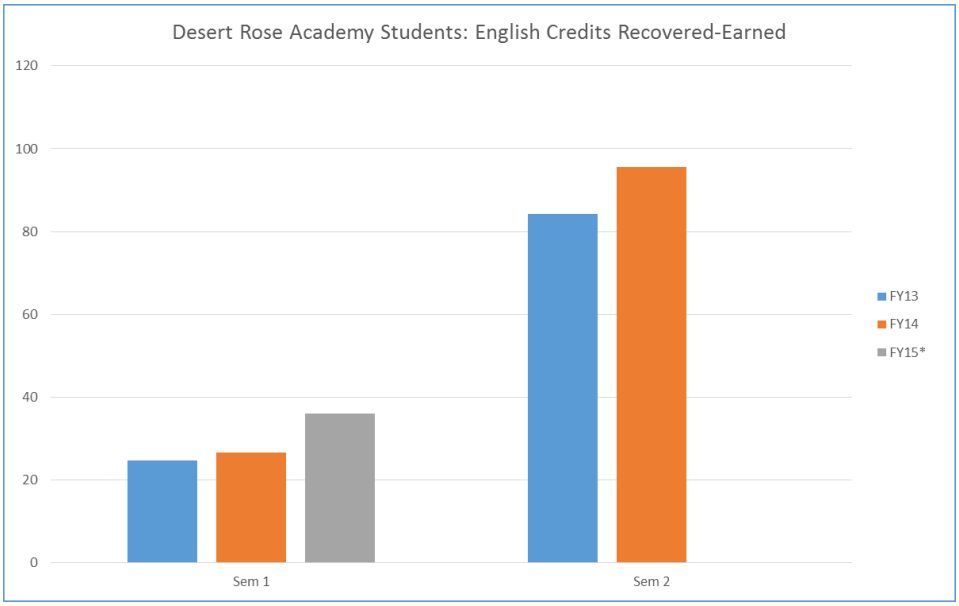


*FY 15 includes first semester only due to timing of this DSP submittal.

Growth of Desert Rose Academy students in credit recovered-earned for Reading, all students and disaggregated.



*FY 15 includes first semester only due to timing of this DSP submittal.



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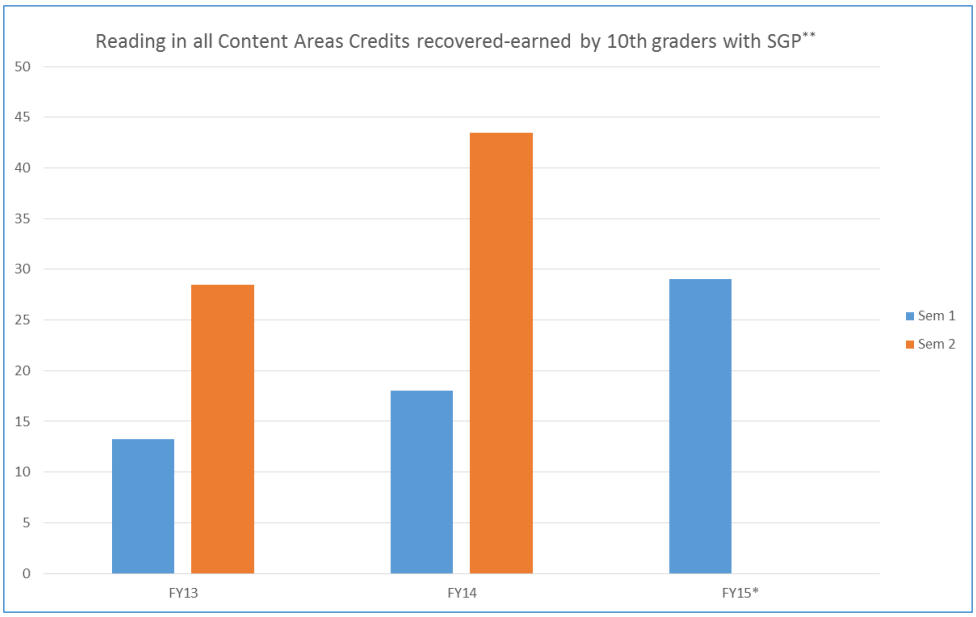

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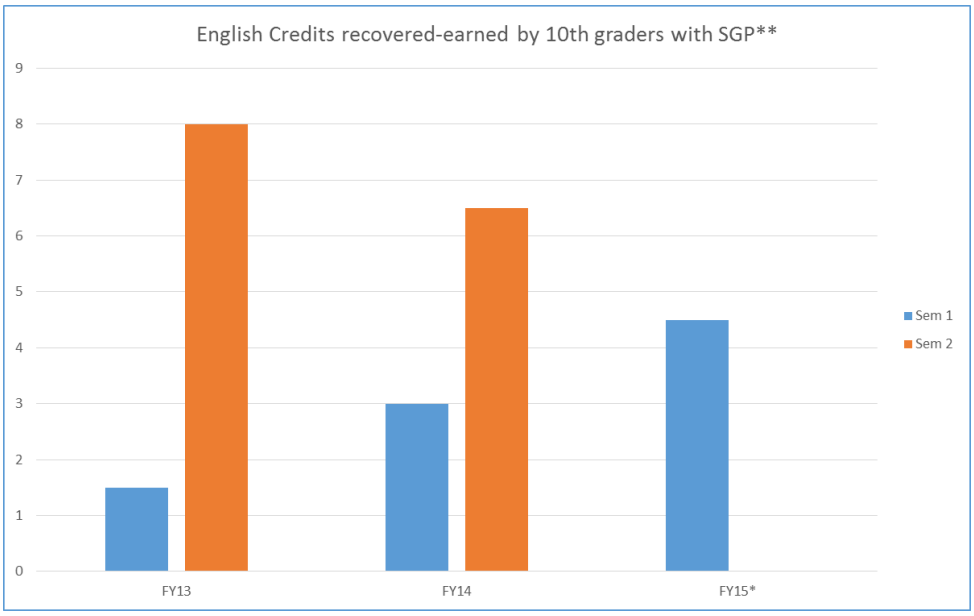

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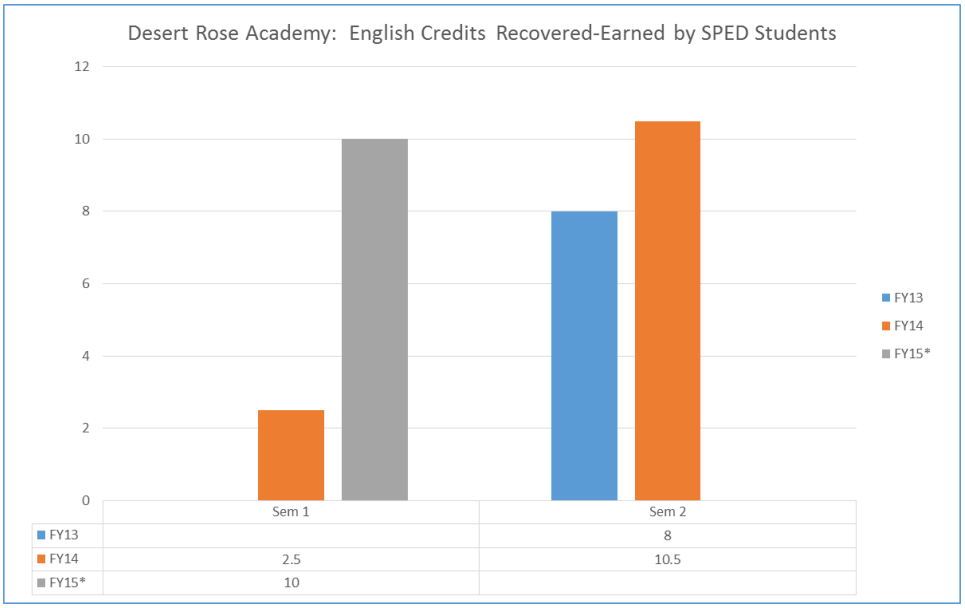


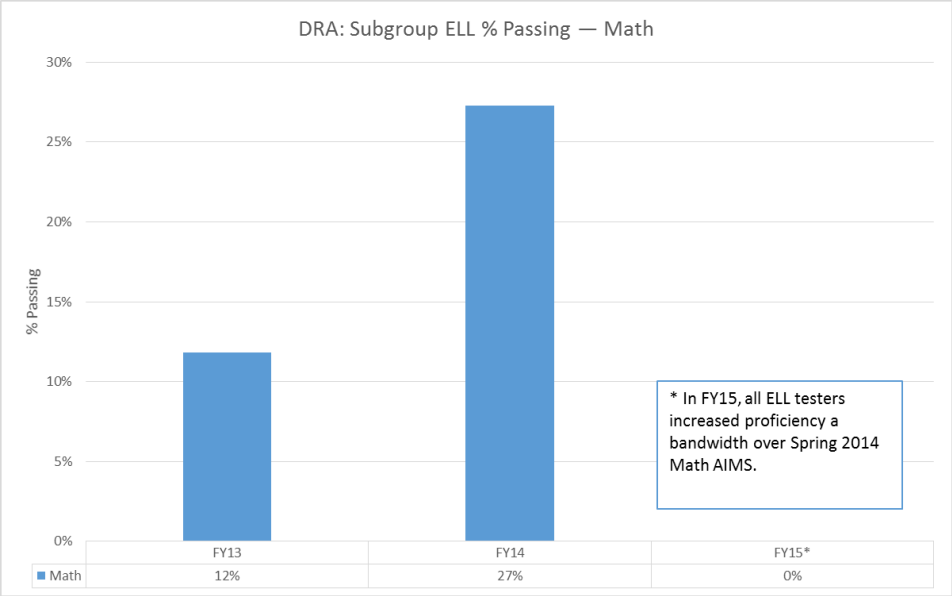
*FY 15 includes first semester only due to timing of this DSP submittal.

PROFICIENCY DATA

Percent Passing – Math & Reading: Not required – DRA "met" Percent Passing in 2013 and 2014, (D. 5 & 6)

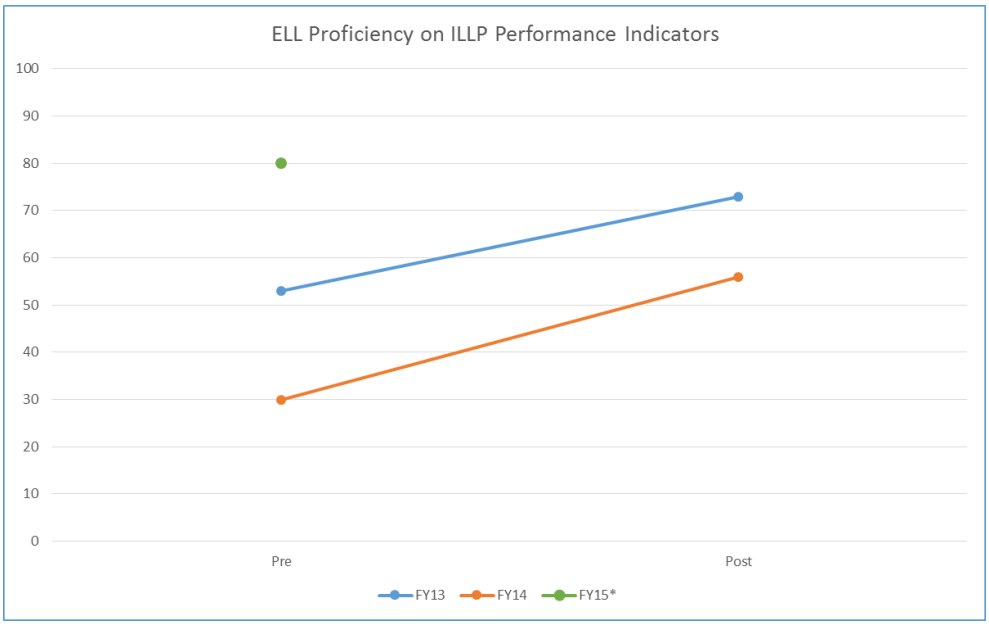
SUBGROUP PROFICIENCY DATA

Subgroup, ELL – Math, (D.7)



*FY 15 reports only the fall AIMS retesting administration due to timing of this report.

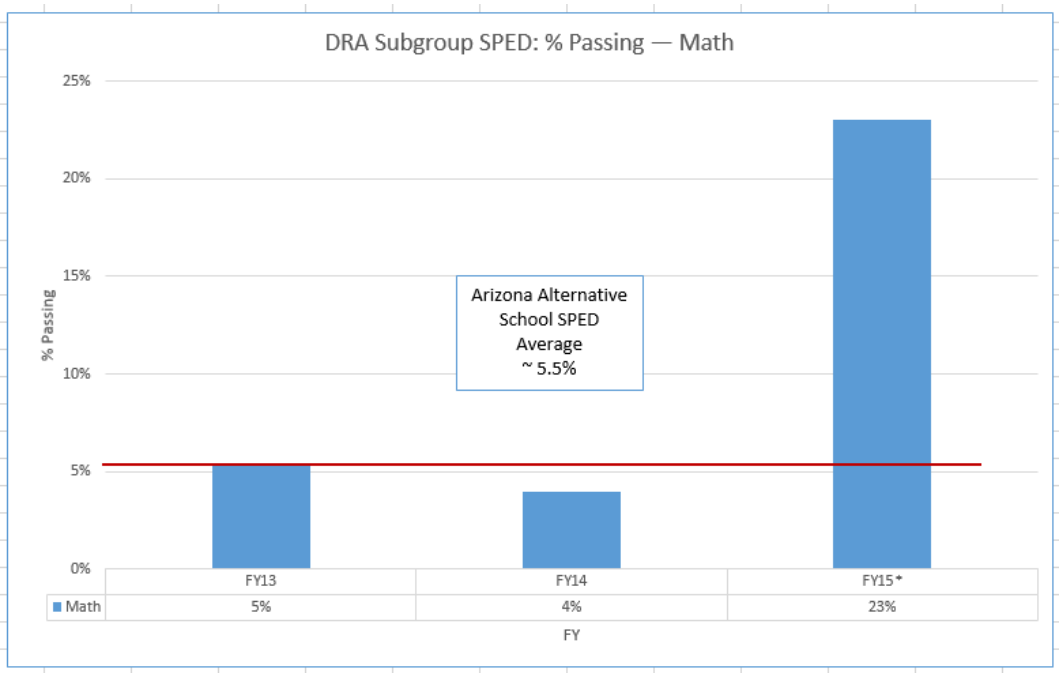
Subgroup, ELL – Reading, (D.8)



* Post-test data is not yet available for FY 15.

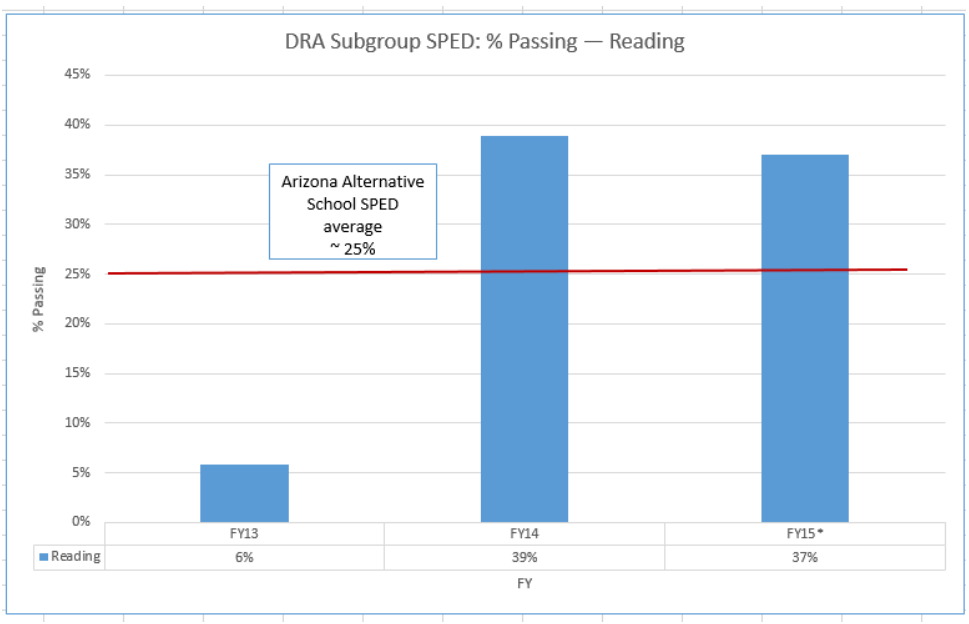
Subgroup, FRL – Math & Reading: Not Required – DRA "met" Subgroup FRL Percent Passing in 2013 and 2014, (D.9 & 10)

Subgroup, Students with Disabilities – Math, (D.11)



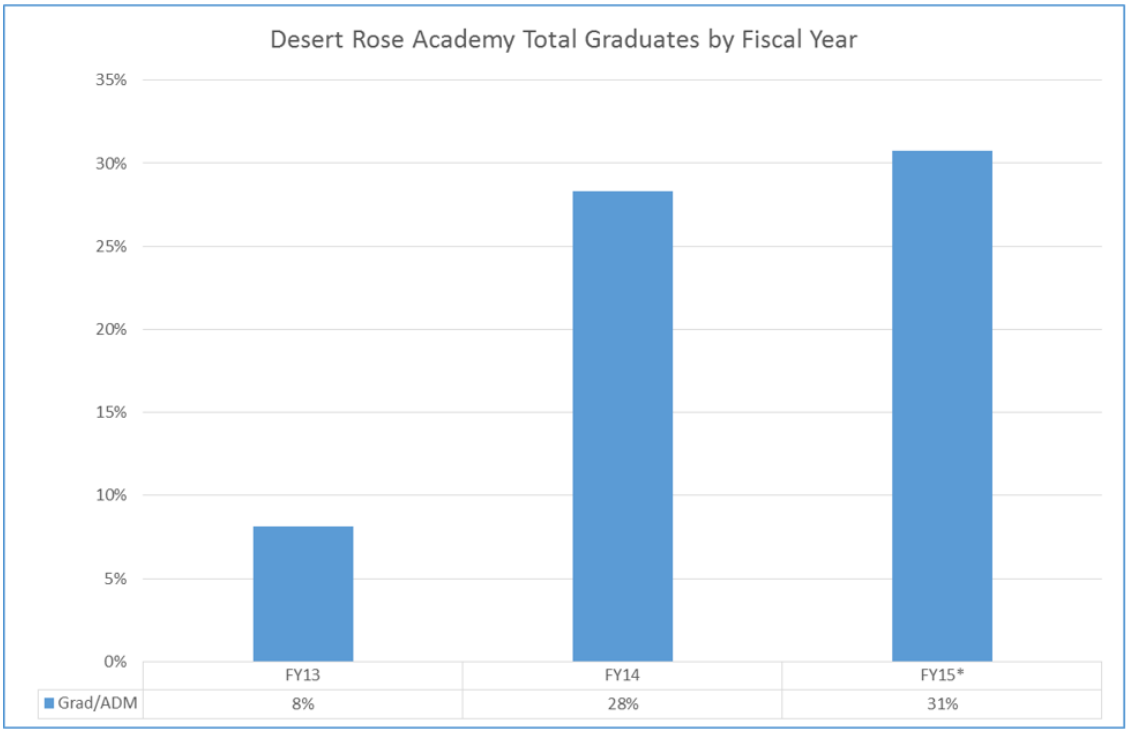
*This bar represents the Fall AIMS administration in FY15 because that is the only AIMS data available at the deadline for submitting this DSP.

Subgroup, Students with Disabilities – Reading (D12)

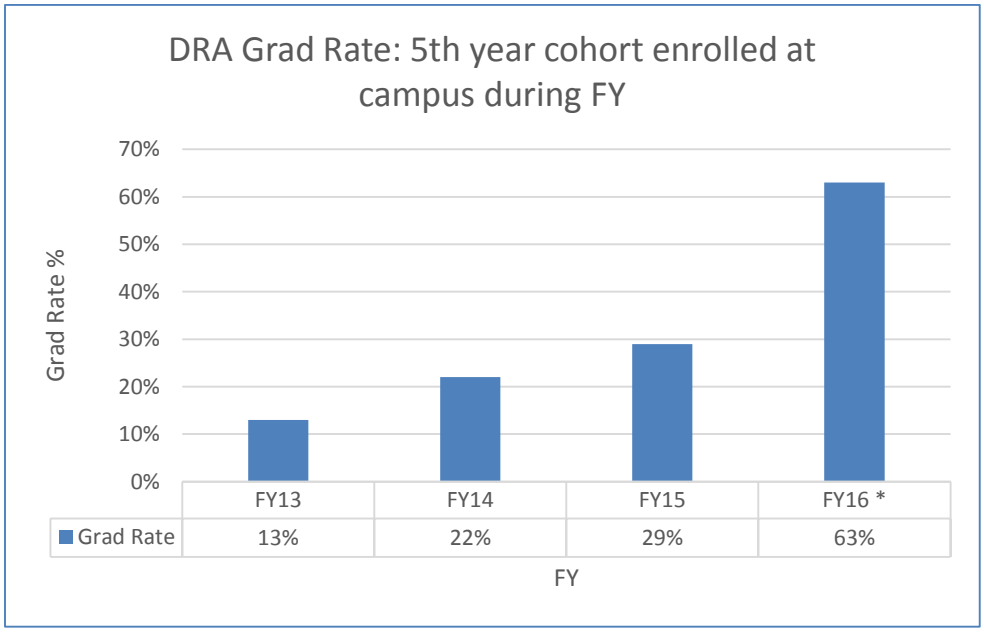


*This bar represents the Fall AIMS administration in FY15 because that is the only AIMS data available at the deadline for submitting this DSP.

GRADUATION DATA (D13)



FY	Graduates	ADM	Grad/ADM
FY13	18	222	8%
FY14	60	212	28%
FY15*	63	205	31%



*FY 2016 is a projection based on information from the school.

Academic Persistence (Alternative Schools Only). Not Required – DRA "met" Academic Persistence in 2013 and 2014. (D14)

Estimate of Desert Rose Academy's FY 2015 Dashboard with data that should be available

DRA Dashboard Estimation: FY15						
1. Growth		**Measure**	**Target**	**Points**	**Weight**	**Points*Weight/90**
~~1a. SGP~~	~~Math~~					
	~~Reading~~					
1b. Improvement	Math	44%	30%	75	12.5	10.4
	Reading	22%	45%	50	12.5	6.9
2. Proficiency						
2a. Percent Passing	Math	21%	20%	75	10	8.3
	Reading	33%	54%	50	10	5.6
2b. Subgroup ELL	Math	NR				
	Reading	NR				
2b. Subgroup FRL	Math	24%	20%	75	2.5	2.1
	Reading	29%	53%	50	2.5	1.4
2b. Subgroup SPED	Math	4%	5%	50	2.5	1.4
	Reading	10%	28%	25	2.5	0.7
3. State Accountability						
~~3. State Accountability~~						
4. Graduation						
4a. Graduation		Not-Met		50	15	8.3
4b. Academic Persistence				75	20	16.7
Overall Rating						61.8
						57 of 90 needed to meet

Area I Valid and Reliable Data

I.2 How does the Charter Holder know that the data described above is valid and reliable?

Answer (suggested word count is 400 words):

Desert Rose Academy uses the Rose Personal Progress Planner (RP3) to individualize the planning process for each and every student who enrolls. The RP3 includes assessment data from valid and reliable instruments:

- lesson, unit, and end-of-course assessments in OdysseyWare, a Common Core – Arizona College and Career Ready Standards (ACCRS) aligned electronic curriculum (not teacher generated!);
- Arizona Department of Education (ADE) released items for AIMS practice tests;
- Pearson reports for each AIMS administration including individual student reports;
- Benchmark assessments from the University of Kansas Learning Strategies; and
- Graduation reports from ADE and school-level graduation reports.

The RP3 is individualized for each student's academic needs – similar to a pupil portfolio. DRA uses these assessments as standardized assessments in various phases of the student's academic progress to provide benchmark data regarding competency and improvement.

Area I. Conclusions Drawn From Data

I.3 What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):

Desert Rose Academy's mission is:

Desert 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.

Growth

We measure growth by mastery the lesson, unit, and end-of-course assessments in the electronic curriculum. Students cannot move forward in their coursework, which is ACCRS aligned, until they master a skill. Because our mission is credit recovery for students in poor academic standing, credit recovered-earned is data supporting growth for all Desert Rose Academy students.

Credit recovered-earned in Math has grown by semester year-over-over. For Reading growth, we present all credits recovered-earned in addition to English-Language Arts because ACCRS looks at Reading in all content areas, not just English-Language Arts. We see the year-over-year, by semester, increase. Our successful actions as detailed in the other Areas and using the RP3 for every student are resulting in student academic growth. We looked at the Growth data of credit recovered-earned disaggregated for our SPED students to further check if our system for students with disabilities was

working. We are encouraged to see growth for SPED students in credit recovered-earned.

Proficiency

DRA met AIMS proficiency in FY 13 and FY 14. Over 90% of the students at our school are Free & Reduced Lunch eligible. We are a school providing college and career ready educational access to students of low socio-economic status as defined by FRL eligibility. DRA met Proficiency for Subgroup FRL in both 2013 and 2014.

FY	%FRL eligible students
2011	91
2012	92
2013	92
2014	94
2015	91

Subgroup Proficiency

English Language Learners

ELL student proficiency in Math increased in 2014 over 2013 and was over the statewide alternative school average in 2014. There has only been one Math AIMS administration so far in FY 2015. All ELL testers show increased proficiency by increasing scale score, even moving up a performance bandwidth and the year is not over yet.

DRA has too few ELL students to be rated in Reading in 2014 and now in 2015. ILLP Performance Indicators show increased Reading proficiency. Our ELL students in FY 13, FY 14, and now in FY 15 are not the same students year over year. ELL students in each year start at a different pretest competency level, yet through our individualized interventions, they increase proficiency regardless of where they start.

Our efforts to increase proficiency for ELLs as detailed in II.12, III.9, IV.8, and V.10 have resulted in improved academic achievement for ELL students.

Students with Disabilities

As our Dashboard shows, DRA increased SPED Reading achievement with 5.9% passing the 2013 Reading AIMS to **38.9**% in 2014. With only one AIMS administration, Fall of FY 2015, DRA SPED students are already at 37% passing.

For Math AIMS, DRA SPED students were just .4 shy of meeting in 2013 and 1.2% (probably one student) in 2014. Our Fall 2014, first administration in FY 15, Pearson AIMS results show that **23%** of our SPED testers passed the AIMS. We are well on our way to exceeding the statewide average for SPED AIMS retesters in FY 2015. This demonstrates increased academic performance.

Graduation

DRA's total number and percentage of graduates, regardless of cohort status, has increased dramatically since FY 2013. Almost half, 49%, were previous dropouts based on the ADE Alternative School Status Guidance.

Further, we calculated 5th year graduation rate for the students enrolled during the school year at DRA. ADE's cohort reports include any student who ever enrolled at the school and has not enrolled elsewhere. We have a well-developed retention system as evidenced by meeting the Academic Persistence measure. Despite good retention, the DRA student population is highly mobile. We looked at graduation rate for the 5th year cohort students **enrolled at DRA** during their 5th year.
The graduation rate for the 5th year cohort students currently enrolled increased almost 10% between FY 13 and FY 14 and doubled from FY 13 to FY 15.
An alternative high school can meet the ASBCS expectation of 5th year graduation rate three ways. One way is to increase graduation rate 2%. DRA's increases in 5th year cohort students enrolled at the school are greater than the 2% increase.
Our increases in number of graduates, percentage of graduates, and 5th year cohort graduates shows that our focus on graduating college and career ready youth through the actions detailed in Area VI are working.

In addition, we have estimated our 2015 academic performance on the ASBCS Framework measures that should have data by June 30, 2015. Our estimate, based on the Fall 2014 re-testing administration of the AIMS, is that DRA will "meet" the ASBCS alternative school framework. We still have the Spring 2015 AIMS retesting administration in late February to increase even further the numbers for 1b. Improvement, 2a. Percent Passing, and the 2b.'s Subgroups. It is questionable if AzMerit data will be available in a timely manner.

Area II: Curriculum

Area II. Evaluating Curriculum	
II.1 What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): The process for evaluating curriculum consists of the following action steps: **Action Step 1** - Review of data-driven identification of curricular needs, issues and enhancements 1) The data manager generates quarterly reports providing evidence of how well the R.O.S.E. curriculum enables students to meet academic standards.	List documents that serve as evidence of implementation of this process: Quarterly R.O.S.E. curriculum effectiveness reports

2) The Director of Curriculum and Instruction facilitates the gathering of feedback through the use of surveys and meetings with teachers and principals on the effectiveness of curriculum from stakeholders (students, teachers, and principals), and student performance data.	Student, Teacher, Principal Curriculum Feedback surveys collected, forms, and/or notes
3) The RMG Curriculum Team, primarily consisting of the Director of Curriculum and Instruction, Instructional Specialist, and Data Manager, using the MIA, evaluates step one above. 4) If the curriculum needs: a) Reinforcement for identified standards b) Refinement or expansion of scope of specific standard coverage c) Re-sequencing of activities d) Differentiated options for preparation for State mandated testing and/or e) Revision of materials, clarification of implementation, or further professional development the RMG Curriculum Team continues to action step 2.	Criteria is based on MIA progress Discussions during weekly curriculum muster meetings ROSE Development Team Data Review meetings
Action Step 2 - analysis and development of curricular strategies, curricular systems, and desired student outcomes and products The RMG Curriculum Team reviews and suggests specific materials to supplement the alignment, uniformity, and professional development needs relating to implementation of the curriculum, and/or meeting the needs of the students. The RMG Curriculum Team continues by evaluating and making adaptations to the MIA itself in the Action Step 3 step of the evaluation process.	ROSE Standards Database: lists activities by standard and frequency of standard coverage. This is used to confirm standard coverage within the entire curriculum that is not immediately apparent within a distinct course; this database also provides options within the curriculum to address standards. The R.O.S.E.® Software Evaluation Checklist: is used when exploring curricular options to add to the current curriculum.
Action Step 3 - A system/process that ensures a shareable, transparent, and reportable alignment of Action Steps 1 & 2 with state requirements. This step in the evaluation/school improvement process evaluates the model, MIA, itself and replaces MIA content based upon a five step cyclical process: 1. Superintendent and Curriculum Team reviews	Model for Instructional Accountability

and adjusts as needed MIA's Activity (Process) Action Steps 1 & 2. 2. Superintendent and Curriculum Team reviews new ADE / ASBCS requirements, e.g., research based adaptations for the curriculum needs of subgroup populations, verification of alignment to current AZ College and Career Ready Standards grades 9-12 and compare with new and previous student data; address student gaps in pre-high school concepts and performance to bring them to high school level mastery. 3. Superintendent and Curriculum Team disaggregate student performance (course completion, AIMS improvement, patterns of student engagement in the curriculum, disaggregation of data by student subgroups and grade levels 9-12) and identify student profiles and patterns 4. Superintendent calibrates the MIA's Evaluation Criteria for student performance expectations to meet ADE / ASBCS requirements Superintendent and Curriculum Team reviews/adjusts the MIA's Curricular Goals, Objectives, Activities, Support Conditions, Timeframes, and Evaluation Criteria for evaluating curriculum	Discussions during weekly curriculum muster meetings ROSE Development Team Data Review meetings
II.2 How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): At Rose, we do not rely solely on our curriculum software provider's documentation of alignment and/or scope and sequence; rather, we verify accuracy by documenting examples within the curriculum that establish the publisher's claim of standards alignment and a proper scope and sequence that is aligned to other classes in our ROSE Standards Database. The MIA serves as a school improvement model that identifies gaps in the curriculum and its delivery. As noted in II.1 , "if the curriculum needs a) Reinforcement for identified standards b) Refinement or expansion of scope of specific standard coverage c) Re-sequencing of activities d) Differentiated options for preparation for	List documents that serve as evidence of implementation of this process: ROSE Standards Database The R.O.S.E.® Software Evaluation Checklist

State mandated testing and/or e) Revision of materials, clarification of implementation, or further professional development the RMG Curriculum Team continues the MIA accountability evaluation," we conduct formative and summative evaluations of the curriculum to identify errors and/or omissions in standards and content while factoring in teacher survey responses and feedback, curriculum team assessments, as well input from all other major stakeholders. Specifically the MIA follows six (6) action steps to determine and ameliorate gaps in curriculum: 1. The Rose Development Team (RDT) primarily consisting of the Superintendent, Assistant Superintendent, Principals, and Curriculum Team reviews and identifies patterns in student performance and student courses offered in all offered formats. 2. RDT discusses/reviews standards crosswalks (9- 12th grade) for District curriculum which includes computer-based curriculum, KU Strategies, and Course Proposal guidelines 3. RDT discusses/reviews curriculum maps, syllabi, and lesson plans, as well as other forms used for specialized students 4. RDT identifies gaps and suggests modification(s). Curriculum Team develops change(s). 5. Curriculum Team makes modification(s) to specific sections in the computer-based software, KU, and/or Course Proposal Guidelines. The Curriculum Team circulates revisions during professional development.	Rose Development Team meeting notes Curriculum changes & modifications. See Area V - PD Curriculum update emails Professional development support materials
Area II. Adopting/Revising Curriculum	
II.3 What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): Our objective, as supported at the corporate level by the Executive Playbook, when adopting and/or purchasing a curriculum is to insure a) it is inclusive for FRL, SPED, ELL, non-proficient, over aged and under-credited	List documents that serve as evidence of implementation of this process: The R.O.S.E.® Software Evaluation Checklist Annual Meeting Documentation - June/July.

students, and b) adoptions and/or purchases are a collaborative effort allowing the Superintendent to make a comprehensive decision about any formal curriculum adoption or purchase of a substantial nature. c) standards alignment d) benchmarking and post-tests are included	
Our adoption/revision process is a four step action plan:	See Evaluating Curriculum
1. Superintendent assigns personnel to assist the Curriculum team in the curriculum review process. 2. The Curriculum team determines curricular needs based upon student data – a) Review the evaluation of student data described above in steps 1-3 of Evaluating Curriculum including a. Making modifications to specific sections of the computer-based software, KU, and/or Course Proposal Guidelines b. Circulating revisions during professional development b) Obtain vendor, in-house solutions and/or options c) Select the best solution by using: The R.O.S.E. ® Software Evaluation Checklist. Checklist allows the Curriculum Team and Administration to make a clear apple-to-apple comparison of options provided by vendors and in-house developers. d) Pilot the adoption/revision(s) 3. Authorize development and/or purchase of curriculum or curricular materials 4. The Course Proposal process creates and/or modifies existing curriculum at the school by teachers to provide appropriate accommodations and/or additional enrichment approaches to the existing course catalog. Students develop the course proposal with their teacher who uses a standard process to ensure standards, rigor, and Carnegie units are taken into account. Once	R.O.S.E. Software Evaluation Checklist OW Pilot Summer School 2013; Strategic Tutoring 2011 & 2012 Superintendent authorization Course Proposal Examples

developed the Teacher gains approval from the Principal. The Curriculum Team serves as a support during this process with final approval given by the Principal. District approval must be given for any core credit course proposal in English and/or Math.	
II.4 Who is involved in the process for adopting or revising curriculum?	
Charter Holder, Superintendent, Asst. Superintendent, Director of Curriculum & Instruction, Data Manager, Principals, Teachers, Instructional Specialist, and Technology Director are involved in this process. Roles and Responsibilities Chart for Curriculum Adoption and/or Revision provides each person with her/his role & responsibility for the management of the process. The planning and policymaking (guideline development) involved with the adoption of supplemental or revision of existing curriculum chiefly involves the Superintendent and curriculum team. The development and coordination of curriculum changes/adoptions involves the curriculum team and principals. The supervision of curriculum content chiefly involves the curriculum team with all contributing to a collective action.	List documents that serve as evidence of implementation of this process: Roles and Responsibilities Chart for Curriculum Adoption and/or Revision
II.5 When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): When evaluating curriculum options, we utilize a checklist to compare options. On the checklist, the curriculum team gathers and documents evidence for each element /criteria for a full analysis of the curriculum. This process is completed for each curricular option, so a comparison can be made to determine which curriculum best suits the needs of the students ROSE serves. The critical elements outlined in our ROSE Curriculum Checklist are: 1. The content and conceptual Scope and Sequence of the Curriculum 2. Arizona Career and College Ready Standards Software Management & Reporting	List documents that serve as evidence of implementation of this process: The R.O.S.E.® Software Evaluation Checklist for Odysseyware Adoption 2013

II. Implementing Curriculum	
II.6 What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): The predominant curriculum is delivered through Odysseyware. Changes to this curriculum are made solely by the Curriculum Team after following the revision/adoption steps outlined in II.4 above. The KU strategy curriculum has scripted teacher curricular and instructional pedagogy with accompanying student and teacher documentation. Specialized training in these strategies take place in June and July as well as on Fridays as needed for new teachers. The Principal observes and provides feedback and evaluations as prescribed in the APAT for Teachers. The evaluation activities that support this objective are: A. the Administrative Performance Assessment Tool (APAT) which holds instruction and instructors accountable to the Principal, and the Principal accountable to the Superintendent, B. the Roles and Responsibility Chart for Curriculum Implementation which specifically prescribes individual and corporate (group/teams) roles and responsibilities and their related accountability standards. This chart has four specific steps: a) Teachers are assigned specific Roles & Responsibilities for implementing the curriculum in the classroom. b) Teachers receive training in their role(s) as teachers, educators, and coaches focusing on instruction of content, academic strategies and routines, and goal setting and planning; also, teachers receive training on classroom management and implementing discipline as an educational event c) Teachers implement their role & responsibilities Principals monitor and adjust the curricular delivery with teachers based on MIA goals and	List documents that serve as evidence of implementation of this process: Formative and summative evaluations of the R & R Chart for Curriculum Implementation R & R Chart for Curriculum Implementation Strategic Tutoring Checklist Small Group Observation form

observation of teacher interactions with students individually and in small groups using the Strategic Tutoring Checklist and Small Group Observation form	
II.7 What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
The charter holder recognizes that Desert Rose teachers must individualize each student's academic career due to their unique academic history of performance and mastery of materials in middle and high school. Most students work in two or possibly more grade level standards at the same time when say working on Sophomore English. This challenge is due to the fact they have significant gaps in their learning. The concepts and content require teachers and the Principal to expand the Odysseyware curriculum to contain curricular interventions for pre-requisite academic and standards skill attainment as well as learning how to learn strategies for academic success.	Course Sequence Guide Curriculum Maps
Student transcripts or IEPs identify what level of Odysseyware coursework the student is placed in for their studies. Using Odysseyware and its unit testing, teacher(s) identify what must be taught and when it should be delivered. Depending upon the student, the teacher will use the Course Sequence Guide and Curriculum Maps to design a scope and sequence for the student.	Standard ROSE lesson plans OW reports
Odysseyware provides a number of tools to use within a course of study for CORE and most other subjects. The scope and sequencing of coursework is predominantly provided in Odysseyware curriculum. The curriculum provides unit and end of course testing. These provide teachers with both summative and additional formative student needs. Students not meeting the unit test grading criteria (set by the Curriculum Team in the software itself) are tracked by teachers and then provided the necessary benchmark intervention like KU strategies and Strategic Tutoring curriculum.	Friday planning forms ROSE Personal Progress Planner (RP3)

Odysseyware's real-time reporting provides teachers, principals, and the charter holder in depth understandings about individual and group progress in: a) course status, unit testing, standards mastery and accomplishment. When students struggle to pass unit tests at the appropriate percentage (set by the Curriculum Team and Superintendent), teacher content, strategic, and/or enrichment curricular interventions are prescribed by the teacher on a weekly basis. The Rose Personal Progress Planner (RP3) is an additional student curricular tool that ensures standards are being taught in an individualized manner that is comprehensive. The RP3 guides students to learn how to plan, be accountable, and earn credit in a timely manner. Here student and teacher jointly develop and set the pace for progress in a personalized, individualized plan. Data and reporting provide the Teacher and Principal with the knowledge of what courses are being attempted, what is being worked on each day/week, what the student is targeting for class completion, classroom and/or behavioral targets that will increase the student's progress, and a transparent path to graduation. Curricular interventions are designed as a test-teach-test approach to ensure students master the content required on the Unit tests and learn how to learn so as to generalize to other areas. These formative interventions are addressed one-on-one or in small groups planned and arranged by the teachers. This ensures standards are being addressed on an accountable, individual basis. KU strategies and Strategic Tutoring provides shareable documentation for student progress learning the underpinning concepts and standards needed for mastering the course.	KU Strategic Tutoring checklist
II.8 What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): Desert Rose Academy employs a district	List documents that serve as evidence of implementation of this process:

curriculum with the expectation that all teachers: 1) implement the curriculum as it was designed. 2) implement test-teach-test strategic CURRICULAR interventions for poor student outcomes on unit and AIMS preparation tests. 3) implement curricular tools, e.g., the Course Sequence Guide, curriculum maps, and the RP3 as designed. The principal communicates this expectation to teachers face to face during teacher evaluations using the APAT, professional development activities, and principal-teacher meetings.	Curriculum maps Rose Standards Database Course Sequence Guide OW reports ROSE Teacher Evaluation (APAT) forms PLC meeting notes
II.9 What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): The professional development and evaluation of teachers occur each school quarter by the Principal. Teachers utilize the district curriculum and instructional tools that are aligned and verified by the Curriculum Team and the Principal. Principal(s) and the RMG instructional specialist gather evidence of teacher use of these through observation of instruction, individualization of the curriculum, and student outcomes using the Strategic Tutoring Checklist and Small Group Observation form. Principals use informal walk-throughs to observe teachers performance and student engagement. There are processes in place for teachers to document modifications to courses and/or create a course curriculum (course proposal) that address individual student needs. These processes require teachers to document the modifications or course proposal using ROSE forms that have been adapted from Understand by Design framework by Wiggins and McTighe. Principals review course modifications and proposals.	List documents that serve as evidence of implementation of this process: Strategic Tutoring Checklist Small Group Observation form Course Modification Forms Course Proposal Forms

Area II. Alignment of Curriculum	
II.10 How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): In addition to all that is stated in 1 and 2 in this Section on Curriculum, the Roles and Responsibilities chart for Curriculum Development, Adoption, and Revision ensures key personnel know and are accountable for their roles and responsibilities to align, develop, implement, and coordinate curriculum. As outlined in this chart, it is the responsibility of the Curriculum Team to document standards coverage in the ROSE Standards Database, identify gaps and omissions, and suggest revisions/additions in the curriculum to the Superintendent. Standard coverage is reviewed by individual standard per activities addressing the standard, frequency of standard coverage, and scope (depth) of standard coverage across the content area. The Curriculum Team implements six (6) action steps to ensure standards alignment accountability: 1. Compare standards documents provided by curriculum vendor with ADE Standards: a) Confirmation of "most" current and "most" complete standards coverage documentation from curriculum vendor and ADE are used for comparison b) Analysis is primarily vertical 2. Analyze standards documents from vendor for standard coverage of ADE standards. a) The standards coverage is analyzed in terms of the number of times a standard is covered, in what sequences (determining pre-requisites). b) Coverage is documented using the ROSE Standards Database. c) Reports are generated that identify gaps and weaknesses in standard coverage and provided to curriculum review team to determine development of additional materials/lessons to ensure standard coverage. 3. Review course modification forms for standards alignment. a) Documentation of any modifications to the district curriculum must be	List documents that serve as evidence of implementation of this process: Roles and Responsibility Chart for Curriculum Development, Adoption, and Revision R.O.S.E.® Standards Database ROSE Course Modification/Proposal forms

documented using a course modification form. b) Teachers seeking modification to the curriculum submit the completed modification form to the principal for additional review to ensure the standards addressed by the original coursework are maintained.	
4. Observe classroom instruction for standards alignment. a) Both small group and individual instruction is observed formally two times per evaluation period. Principals are prompted in the observation form to assess whether or not instruction provided aligns to the standards addressed in the curriculum.	Observation forms Curriculum TEC Forms
5. Course proposals developed using backward design model (UBDx). a) Courses designed by teachers to address specific student needs require documentation using the course proposal form. b) Course proposal form prompts teachers to implement the Understand by Design framework that uses a backwards design approach that requires teachers to identify standards and student outcomes prior to building the curriculum on those standards. c) Course proposals are reviewed by Principals to ensure the standards addressed by the original course are maintained.	
6. Course development outside of curriculum vendor. a) Curriculum Team develops additional lessons or course materials to fill any gaps or omissions found in standards coverage b) Additional course content is developed using the Understand by Design framework that uses a backwards design approach that requires the identification of standards and student outcomes prior to building the curriculum on those standards. c). The additional course content is documented on a Curriculum TEC form used to address	

standards gaps and/or omissions and then entered in the ROSE Standards Database.	
Area II. Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
II.11 How has the Charter Holder ensured that the curriculum addresses the needs of non-proficient students?	
Answer (suggested word count is 400 words): As an alternative high school, we do not have a bottom 25%. Our student population is non-proficient students. Around 80% of the students enrolled at our school have experienced academic difficulty, was in poor academic standing, and are non-proficient upon enrollment. Almost half, 49%, were previous dropouts based on the ADE Alternative School Status Guidance. We address the needs of students that are non-proficient by developing teachers in a research based learning strategy curricula designed by the University of Kansas. These materials are incorporated into the student's curriculum. The learning strategy curricula focus on teaching students meta-cognitive (learning How to Learn) strategies. The incorporation of teaching students meta-cognitive strategies helps students form the bridge between content, concepts, and skills with the knowledge of strategic approaches to integrate content and skills. There is published research that the University of Kansas Learning Strategies is appropriate for "at-risk" students. The RDT trains teachers to individualize the curriculum using a course modification form and/or a course proposal form approved by the Curriculum Team. PD provides teachers with the flexibility to incorporate curriculum that will address the specific needs of this subgroup and individual students. Specific action steps include: 1. Assess students that are non-proficient. a) Principals and teachers identify struggling students and assess them in their basic math skills, reading skills, and/or writing skills each quarter.	List documents that serve as evidence of implementation of this process: ADE Alternative Schools Lists Re-certification documentation for Alternative School status Strategic Tutoring Rosters University of Kansas Learning Strategy Rosters ROSE Personal Progress Planner (RP3) Lists of students for targeted interventions Documentation of implemented interventions Coursework & materials prescribed to students

2. Diagnose individual student performance scores. a) Principals and teachers analyze student performance on assessments and identify students needing targeted intervention(s) for math and reading within two weeks of test administration. 3. Prescribe coursework, materials, and learning outcomes. a) Based upon assessment and diagnostic outcomes, teachers prescribe coursework, materials, and/or learning strategies to address individual student needs within a week of diagnosis of individual student needs. 4. Explain the results of the assessments and diagnosis of performance to obtain a commitment to learn from the student. Teachers gain a commitment from students to learn, set targets for level of teacher intervention and schedule meetings in students' ROSE Guide.	

II.12 How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): In addition to the answer provided in II.11, the principal and teachers develop an Individualized Language Learner Plan (ILLP). The purpose of this plan is to link curriculum and strategies to help ELL students make progress toward English proficiency and meeting state standards. In a similar fashion as described in II.11, teachers individualize the curriculum using a principal or Curriculum Team approved course modification form and/or a course proposal form. This allows teachers the flexibility to incorporate curriculum that will address the specific needs of this subgroup and individual students. The following action steps are taken for ELL students: 1. Assess students that are ELL a) Principals and teachers identify struggling	List documents that serve as evidence of implementation of this process: Strategic Tutoring Rosters University of Kansas Learning Strategy Rosters List of targeted interventions Documentation of implemented interventions

students and assess them in their basic math skills, reading skills, and/or writing skills each quarter. 2. Diagnose individual student performance scores. a) Principals and teachers analyze student performance on assessments and identify students needing targeted intervention(s) for math and reading within two weeks of test administration. 3. Prescribe coursework, materials, and learning outcomes. a) Based upon assessment and diagnostic outcomes teachers prescribe coursework, materials, and/or learning strategies to address individual student needs within a week of diagnosis of individual student needs. 4. Explain the results of the assessments and diagnosis of performance to obtain a commitment to learn from the student. a) Teachers will gain a commitment from students to learn, set targets for level of teacher intervention and schedule meetings in students' ROSE Guide.	
II.13 How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): DRA's FRL subgroup "met" for two consecutive, 2013 and 2014, years, therefore, DRA is not required to answer this question. (*Preparing a DSP Report: Online Technical Assistance*, Slide 18, ~15:10 – 15:45 / 19:43)	List documents that serve as evidence of implementation of this process:
II.14 How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): We address the needs of students with disabilities by developing teachers in a research based learning strategy curricula designed by the University of Kansas. These materials are integrated into the student's curriculum. The KU learning strategy curricula focus on teaching students meta- cognitive strategies. The	List documents that serve as evidence of implementation of this process: University of Kansas Learning Strategy Rosters including Strategic Tutoring Rosters SPED quarterly progress reports

incorporation of teaching students meta-cognitive strategies helps students form the bridge between content and skills with the knowledge of the appropriate approach for integrating content and skills. Teachers individualize the curriculum using a course modification form and/or a course proposal form. This allows teachers the flexibility to incorporate curriculum that will address the specific needs of this subgroup and individual students. In addition, our Odysseyware curricula provide ACCRS aligned courses for K-12 which addresses gaps for students with disabilities.	SPED students' course modification and course proposal forms ROSE Personal Progress Planner (RP3)

Area III: Assessment

Area III. Assessment System	
III.1 What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
DRA uses: 1) Formative – a. Odysseyware (OW) unit assessments b. Released sample AIMS assessments c. Individual AIMS reports d. University of Kansas Strategic Tutoring benchmarks	Standard assessment reports generated from electronic curriculum Pearson's individual student AIMS reports Strategic Tutoring benchmarks
R.O.S.E. adopted the current ACCRS-aligned electronic curriculum and uses the unit assessments and end of course assessments to assess each individual student's skill mastery that are directly linked to their work in a course. This is valid in that it anticipates the AzMERIT end of course assessments – assessment of course work directly shows student academic progress.	
2) Summative – a. OW end of course tests b. University of Kansas Strategic Tutoring benchmarks	Standard assessment reports generated from electronic curriculum Strategic Tutoring benchmarks
Our rationale, as supported at the corporate level by the Executive Playbook, for using the above assessments is DRA has a high percentage of students who choose to come to our school still needing to pass AIMS as a graduation requirement (through Dec. 31, 2016). Previous AIMS test reports are valuable for identifying skills associated with standards that still need to be mastered.	
R.O.S.E. implemented Galileo for two years, FY 12 & 13. We, with Sarah Callahan, Ph. D., A.T.I. psychometrician, realized that Galileo is not designed to provide diagnostic information for alternative education high school students. Per Dr. Callahan, due to the highly mobile student population at Rose the current [at that time] A.T.I.	Emails and meeting notes with A.T.I. psychometrician, Sarah Callahan, Ph.D., on 6/20/2012

Galileo functionality would not provide accurate predictive data for projected student performance on AIMS, and skill mastery assessment would need to be individualized per student – national norm referencing used in traditional high schools did not apply to Rose.	
III.2 What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): We select assessment systems based upon the alternative student population we serve. The assessment design is based upon the following process. The Curriculum Team employs the following actions steps when designing or selecting assessment systems. The Curriculum Team: 1. along with DRA Principals, and Teachers evaluates student achievement data, 2. researches, assesses, and evaluates new and/or the adaptation of current assessment systems for educational accountability so as to meet state and authorizer requirements needs for all student subgroups, 3. researches, assesses, evaluates, and/or may adapt the assessment system in relation to the goals, objectives, activities and support conditions contained in the Model for Instructional Accountability (MIA), 4. provides specific change as well as implementation strategy recommendations to the Office of the Superintendent 5. upon Office of the Superintendent approval, provides implementation and coordination training for Desert Rose Administration and personnel.	List documents that serve as evidence of implementation of this process: Agendas – meeting notes Curriculum assessment design meetings: 4/25/2012 – Curriculum Meeting 7/9/2012 – Project Completion Meeting 12/5/2012 – Science Curriculum Development Email 12/10/2012 – ADPEA Material Development Emai1/11/2013 – Math Curricula Analysis and Recommendation Meeting 2/26/2013 – Math Team Decision Meeting 3/21/2013 – Odysseyware Meeting 10/21/2013-5/12/2014 – Weekly Curriculum Meetings 3/3/2014 – Curriculum Development Meeting
III.3 How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Previous experience with NWEA MAP during 2000-2011 and Galileo in 2012 & 2013 plus discussions with the ATI psychometrician, we learned that "out of the box" supplemental assessments did not address the needs of our alternative school students. Therefore, we chose to design a system	List documents that serve as evidence of implementation of this process:

that anticipates the AzMERIT end of course assessments. Desert Rose Academy students, parents, teachers, and administration are assured assessments are aligned with curriculum and instructional methodologies in three ways: 1. Assessments for curriculum software and Response to Intervention (RTI) curricular strategies are aligned through unit and end-of-course tests, 2. Instructional staff uses assessment information for prescribed instruction and small group RTI. 3. Academic Coaches monitor and evaluate student use of curriculum and instructional content, while Principals monitor and evaluate teacher use of curriculum and instructional content and methods.	11/12/2014 – Email from Odysseyware vendor quoting Vice President of Curriculum verifying alignment of unit and end-of-course tests to curriculum. RTI small group lesson plans based on assessment data ROSE Personal Progress Planners (RP3) Academic Coaching Tracker
III.4 What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words): On a weekly basis, Fridays, teachers review student progress which includes student progress information and develop a weekly plan to address student needs. They use a Friday Planning Form to identify students they are going to work with on an individual basis and small group instruction. We include data collection including formal PLC meeting to discuss results of major assessments like AIMS. 1)We use the following intervals to assess student progress: a) Software provides unit tests and an end of course assessment. Each student's progress through the curriculum is monitored by his/her academic coach. b) The KU Learning Strategy is an 8 step pedagogy that employs a standard test-teach-test approach to instruction in each of its steps. Pre and post testing provide end of course student success documentation. Teachers use KU 8-steps and pre/post testing. c) Instructional personnel individualize course	List documents that serve as evidence of implementation of this process: Examples from electronic curriculum of individual student progress Friday Planning Forms Agendas/notes for the PLC data meetings Friday Planning Forms

proposal assessments for each student and follow the KU test-teach-test pedagogy. d) Instructional personnel administer AIMS practice tests 4 weeks before the AIMS test. The state's testing calendar dictates the precise timeline.	Practice test administration dates ADE testing calendar for SY 12-13 ADE testing calendar for SY 13-14
2). DRA's assessments include data collection from formative and summative multiple assessments and standard (criterion-based) assessments. a) Multiple assessments include: • In-course formative lesson review questions, quizzes, and unit tests • In-course summative course tests b) Criterion-based assessments include: • KU strategy based activities, e.g, inference strategy, strategic tutoring, sentence writing strategy, paraphrasing strategy, etc. • Course Proposals, which include identification of formative and summative criterion-based assessments. c) Standard assessments – AIMS sample tests for students needing to pass AIMS	Test items from AIMS practice tests

III. Analyzing Assessment Data

III.5 How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?

Answer (suggested word count is 400 words): DRA's PLCs "Response To Intervention" Teams, both ELA and Math meet 2 or 3 times per week to discuss class and individual student needs and plans instruction based on the assessment data that is available at that time. Formative data from the sources described above is used weekly. When summative reports come in, DRA's PLCs debriefs with this additional data. The type and extent of data analysis matches the specific student needs to future coursework and instruction.	List documents that serve as evidence of implementation of this process: DRA PLC RTI meeting notes
DRA PLCs use the scripted, published KU method for tracking student progress in terms of learning	Strategic Tutoring reports in MIA

academic strategies as prescribed in Strategic Tutoring.	
III.6 How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): Principals and teachers monitor and support student achievement of 70% or better on all activities within the curriculum including University of Kansas Learning Strategies. Within this mastery model, the following metrics are analyzed: • Grades per activity • Duration for each activity • Number of attempts to achieve mastery Analysis of previous AIMS results and internal administration of AIMS sample tests measures student AIMS improvement and/or improvement in diagnosed strands/concepts. The Curriculum Team analyzes these measurements to identify curricular strengths and weaknesses based on the performance of the student population at Desert Rose Academy. We address curriculum alignment gaps in II.Adopting-Revising Curriculum based on our use of internal benchmark assessment data from our electronic curriculum's reports on student progress.	List documents that serve as evidence of implementation of this process: Odysseyware reports and gradebook Reports of KU Learning Strategy mastery Pearson reports on individual student AIMS performance broken down by strand-concept Detailed Student Grading report
III.7 How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): Course completion including in-course assessments is the best tool for engaging students in individualized instruction. Teachers adjust instruction based on the student's learning style and demonstrated performance. Teachers also modify curriculum to match student-learning styles as well as emphasize learning opportunities while maintaining standard coverage. Curriculum and instruction adjustment intervals	List documents that serve as evidence of implementation of this process: Student progress reports Notes from PLC Meetings

occur quarterly. For small group instruction, teachers plan weekly.	RMG Curriculum Team notes and curriculum revisions based on data analysis Weekly teacher lesson plans for small group instruction
III. Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
III.8 How is the assessment system adapted to meet the assessment needs of non-proficient students?	
Answer (suggested word count is 400 words): Our student population **is** non-proficient students. Around 80% of our student population is non-proficient upon enrollment. Almost half, 49%, were previous dropouts based on the ADE Alternative School Status Guidance. Our assessment system is adapted to individualize and differentiate instruction to directly address the needs of the non-proficient students. There is published research that the University of Kansas Learning Strategies are appropriate for "at-risk" students. The R.O.S.E. Dashboard lists the non-proficient students used to calculate ASBCS 1b. Improvement. The "Response To Intervention Team" remediates educational "gaps" found with non-proficient students by providing more teacher-student instruction through small group instruction.	List documents that serve as evidence of implementation of this process: Alt School Eligibility Summaries, 2014 & 2015 KU Learning Strategy citations R.O.S.E. Dashboard RTI small group lesson plans
III.9 How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The PLCs addresses assessment needs of ELL students through Assistive technology, student access to a bilingual dictionary, and reading the directions and assessment items aloud. All teachers offer a flexible schedule for students to pace themselves during assessments. Teachers use University of Kansas Strategic Tutoring to assess and diagnoses potential assessment needs as the ELL students demonstrates their ability to access and engage the curriculum beyond content knowledge and skills.	List documents that serve as evidence of implementation of this process: Accommodations in ILLPs Flexible assessment schedule in ILLPs KU Strategic Tutoring assessments

The RMG ELA Instructional Specialist with PLCs develop Individual Language Learner Plans (ILLP) based on student performance on the AZELLA. Teachers use the accommodations listed in the ILLP when administering assessments and measuring growth.	ILLPs
III.10 How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): DRA's FRL subgroup "met" for two consecutive, 2013 and 2014, years, therefore, DRA is not required to answer this question. (*Preparing a DSP Report: Online Technical Assistance*, Slide 18, ~15:10 – 15:45 / 19:43)	List documents that serve as evidence of implementation of this process:
III.11 How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): In addition to the existing formative and summative assessments, R.O.S.E. uses special education assessments from University of Kansas and has developed ADPEA for math, individualized for each student based upon the IEP goals. Here is a listing of the assessments we select: Language Arts assessments based on University of Kansas Learning Strategies: • Reading assessments are Word Identification (WID), LINCS (a vocabulary strategy), Paraphrasing Strategy, and Inference Strategies. • Writing assessments are a prewriting activity using the RIO (ROSE Idea Organizer) and the Six Sentence Writing activity (from the KU strategy: Sentence Writing Strategy) Math assessments are based on the KeyMath Diagnostic Arithmetic Test published by American Guidance Service, Inc. These assessments are content based	List documents that serve as evidence of implementation of this process: Citations and links to KU website ROSE Idea Organizer KU Sentence Writing Strategy Connolly, A., Nachtman, W., Pritchett, M. *KeyMath diagnostic arithmetic test manual*, Circle Pines, MN: American Guidance Service, Inc.

and intended to measure student readiness for the level of content assessed. • Calculation Skills 1 & 2 – this is basic, introductory pre-algebra content • Algebra 1 ADPEA – this is basic, introductory algebra content • Geometry ADPEA – this is basic, introductory geometry content • Algebra 2 ADPEA – this is advanced algebra content • Transition assessments – career and interest surveys and inventories Teachers use this assessment information to individualize the curriculum thus providing modifications and accommodations.	ROSE Developed "Assess, Diagnose, Prescribe, Explain, and Apply" assessments (ADPEA) for:: Calculation Skills Algebra 1 Geometry Algebra 2 Career and interest surveys - inventories

Area IV: Monitoring Instruction

Area IV. Monitoring the Integration of Standards	
IV.1 What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
The Charter Holder, as supported at the corporate level by the Executive Playook, has designed a process to monitor the integration of standards in Instruction by establishing a Curriculum Team working under the Superintendent. The Curriculum Team develops and manages how standards are infused and connected in the ***different types of curriculum*** delivered by the teachers. The Curriculum Team demonstrates to the Superintendent and the Principal how the standards are used and connected for course work instruction. Once approved by the Superintendent, the curriculum is modified and professional development takes place. Professional Development utilizes the Mastery learning approach to ensure teaching staff implements the ACCRS-aligned curriculum with fidelity. To ensure fidelity between instructional practice and standards text, the Mastery learning approach is implemented in four phases. Each of phases employs a test-teach-test approach. The phases are: 1) Teachers are pretested in their knowledge and skill to teach the standard(s). 2) Teachers are provided an overview in how to instruct the standards with their students 2) Teachers are given opportunities to practice the instruction of students in the standard(s), and 3) Teachers are post-tested for 95% effectiveness and efficiency in the instructional process. Principals continue to monitor and evaluate teacher effectiveness and efficiency in the instructional process using the APAT for teachers. In addition to the specific process detailed above, Rose implements a systemic approach to this issue by developing and implementing the Model for Instructional Accountability (MIA) on a yearly basis.	List documents that serve as evidence of implementation of this process: Summary of teacher observations & evaluations Post-Observation Feedback Professional Refinement Plan Supervisor Review of Performance: Professional Remediation Plan Administrative Performance Assessment Tool, Statement of Purpose, p. 3 Key Components of the ROSE Academies Teacher Evaluation System, p. 4 Teacher Performance Evaluation rubric, p. 4 Quarterly reports of Instruction Implementation Student, teacher, & principal feedback Administrative Performance Assessment Tool (APAT) for Teachers

The MIA is the framework selected by the Charter Holder for transparent monitoring, collaborative planning and evaluation by the Superintendent, data manager, Director of Curriculum and Instruction, Rose Management Group Development Team, and principals to ensure the integration of ACCRS standards into classroom instruction. The above individuals/team implements three quarterly Action Steps to monitor and ensure teacher instruction targets ACCRS-aligned standards. These steps are:	RDT meeting notes
Action Step 1: Quarterly Data are gathered and reported to the Superintendent by the Curriculum Team and Data Manager to identify instructional needs, issues, and instructional meta-cognitive understandings needed for students to master ACCRS-aligned standards. A. The Director of Curriculum and Instruction gathers and provides the data manager with quarterly data relating to the effectiveness of Instruction. Data gathered includes stakeholder surveys (students, teachers, and principals), student performance data, and Instructional (Teacher) performance data using the APAT teacher evaluation instrument. Based upon this, the data manager generates quarterly reports showing evidence of Instructional trends, needs, and instructional issues associated with student mastery of ACCRS-aligned standards. B. The Superintendent evaluates the data report for Action Step A detailed above. If it appears Instruction is: 1. effective and efficient, 2. uniform in pedagogical scope and sequence, 3. meeting student needs to master State mandated testing and/or meta-cognitive demands, and 4. consistently implemented, then, instructional fidelity is being maintained.	Curriculum Team job descriptions Superintendent & Principal job descriptions Reports from weekly teacher-principal meeting Emails or summary from principal – superintendent interaction
If it appears Instruction is NOT meeting the 4 criteria identified in C 1-4, then two additional Action Steps are conducted to assess and correct systemic problems that sit behind instructional fidelity. These are: **Action Step 2**: The Rose Curriculum Team analyzes	Memos regarding updates of MIA

the appropriateness of current instructional strategies, instructional systems, and desired teacher outcomes and products. For these problems the two teams: 1) identify and implement specific individual instructional tools, 2) disaggregate Instructional performance (course completion, AIMS improvement, patterns of student engagement in the curriculum, disaggregation of data by student subgroups and grade levels 9-12) and 3) identify student profiles and patterns, so as to change teacher instructional development training programs and/or Instructional accountability measures as needed. The ROSE Curriculum Team continues making a three step comprehensive evaluation by evaluating and making adaptations to the MIA itself in the Action Step 3. **Action Step 3**: The Superintendent and Rose Curriculum Team evaluate current school policies and rationales to meet Arizona's expectations. This step in Monitoring Instruction evaluates the Instructional model (MIA) and replaces/adjusts MIA content, categories, and evaluation criteria based upon this four step process: A. Review and adjust (as needed) MIA's Activity (Process) Action Steps contained in Action steps 1 and 2 above. B. Review new ADE / ASBCS requirements, e.g., research based instruction for subgroup populations, Career Ready Standards grades 9-12, student data (trends); master metacognitive strategies for students to bridge gaps in pre-high school concepts and performance to bring them to high school level mastery. C. Calibrate the MIA's Evaluation Criteria for Instructional performance expectations to meet student ADE / ASBCS requirements. D. Review/Adjust the MIA's Goals, Objectives, Activities, Support Conditions, Timeframes, and Evaluation Criteria used to evaluate instruction. Once all three action steps are completed satisfactorily, instructional fidelity is attained. In Summary: Desert Rose provides: 1) a process to monitor the integration of standards that includes a professional development plan that ensures	APAT 2012-13 and 2013-14 APAT APAT 2014-15, Page 10

teachers know how to deliver and integrate standards in their instruction; 2) a process to evaluate whether teacher instruction does in fact deliver the integrated standards, and 3) a plan, or model, that ensures the systemic aspects are addressed and evaluated. In so doing, Desert Rose ensures instruction includes both the integration and the delivery of an ACCRS-aligned curriculum with fidelity.	
IV.2 How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): A new MIA is developed each year by the Charter Holder through the Superintendent. The MIA uses instructional post data to set quarterly benchmarks from the previous year to the next year. These data points target both teacher performance to maintain instructional fidelity with standards integration contained in the curriculum and teachers connecting academic needs with students who are academically behind. Specifically: Principals monitor instructional accountability using the Administrative Performance Assessment Tool (APAT) for Teachers. This instrument provides formative and summative evaluations four times in a school year. The APAT provides both a shareable and transparent process for accountability over the course of the school year. To ensure Principals are administering the APAT for Teachers properly, the Superintendent administers a quarterly APAT for Principals. In Summary: Instructional Data is gathered, analyzed, and sets annual targets to maintain instructional fidelity in the MIA. Principals regularly evaluate personnel using the APAT for Teachers. The Superintendent evaluates Principals for their instructional leadership using the APAT for Principals.	List documents that serve as evidence of implementation of this process: Teacher observations & evaluations Teacher evaluation schedule. Principals conduct APAT evaluations eight times (minimally) throughout the school year for each individual teacher. RDT meeting notes documenting need for instructional improvement and resulting directives Personnel evaluation policy Growth Policy, C3-HR3-P6 Rose Employee Handbook, 2014-15, pp. 16 & 17 Rose Employee Handbook, 2013-14, pp. 16 & 17 APAT Statement of Purpose, p. 3

IV. Evaluating Instructional Practices	
IV.3 What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): The APAT and its formative/summative evaluation prescribe the processes to guide teacher instruction in terms of practice and quality. Principals administer the APAT as both a formative and summative evaluation instrument. The APAT is administered four times a school year. Q1 and Q3 are formative, and Q2 and Q4 are summative. Teachers must receive Highly Effective and/or Effective ratings at their summative evaluations in order to have their contract renewed and/or ensure continued employment for the current school year. The APAT specifically measures teaching performance (67% weighted value) and student academic progress (33% weighted value) and holds the teacher accountable for quality instruction. Continued employment for a Rose educator is based upon the outcome of their APAT. The Principal at each review ensures quality instruction is supported by the APAT by following the processes, forms, and rubrics contained in the APAT manual as approved by the Superintendent. See pages 2-8. Poor instructional practices are addressed through post observation/evaluation feedback activities (pg. 12) and student surveys. Principals base specific professional development activities, a Supervisor Review of Performance (SRP) (pg. 14), and/or a Professional Refinement Plan (PRP) (pg.13) upon APAT scores and the classification for each teacher. In Summary: Principals employ the APAT to measure the quality of instruction teachers use to engage students to successfully master the ACCRS aligned coursework.	List documents that serve as evidence of implementation of this process: Post-observation feedback form includes teacher name, evaluator name, & dates of observation Data from observations on Post-Observation Feedback form Data review on APAT including • Student progress • Survey information APAT discussion of Observations (p. 12) including: • Areas of Strength • Areas for Improvement Growth Policy, C3-HR3-P6 Rose Employee Handbook, 2014-15, pp. 16 & 17 Rose Employee Handbook, 2013-14, pp. 16 & 17

Principals employ the APAT to ensure the quality of instruction is highly effective by targeting how teachers continuously and skillfully utilize multiple strategies to monitor learning, check for understanding, and provide feedback using an RTI feedback system. Principals employ the APAT as the system to continuously improve and ensure quality instruction.	
IV.4 How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): By administering the APAT-for Teachers quarterly, teaching performance and student academic progress a teacher's strengths, weaknesses, and needs related to teaching performance and student progress are identified within four domains: Domain 1: Growing and Developing Professionally • Demonstrating Knowledge of Content • Maintaining Accurate Records • Professional Responsibilities Domain 2: Establishing the Purpose of Learning • Engaging Students in the Learning • Monitoring Student Learning • Adjusting Student Learning • Instructional Outcomes and Interactions Convey High Expectations for all Students • Equitable Learning Opportunities are Provided that Meet the Needs of all Students Domain 3: Demonstrating Knowledge of ROSE Pedagogy • Implementing the Strategic Tutoring Pedagogy • Selecting and Developing Effective Strategies • Providing Students with Corrective Feedback Domain 4: Planning • Lesson Planning • Using Data for Interventions	List documents that serve as evidence of implementation of this process: Post-observation feedback APAT documents Professional Refinement Plan Supervisor Review of Performance: Professional Remediation Plan Personnel Policies, Human Resources, in ROSE Employee Handbook Rose Employee Handbook, 2014-15, pp. 6 - 21 Rose Employee Handbook, 2013-14, pp. 6 - 21 Observation Data used for Professional Refinement Plans Observation data for Supervisor Review of Performance (SRPs)

• Helping Students with Goal Setting	
IV. Providing Analysis and Feedback to Further Develop Instructional Quality	
IV.5 How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): Quarterly APAT-for Teachers assess teacher strengths, weaknesses and learning needs in each of the four specific domains. Each domain is rated by a scale of highly effective, effective, developing, and ineffective. The Principal uses these domain indicators to provide direct feedback to specific skills that are strengths or in need of improvement. Principals provide individual feedback for the teacher's weaknesses and learning needs for those receiving a rating of "Developing" and "Ineffective" performance. Feedback is formalized using two processes to ensure compliance, success for the teacher, and continued employment. Principals provide individual feedback for Teacher strengths that may result in salary increases, project based incentives, as well as provide upward mobility and other opportunities within the organization. Specifically: The Professional Refinement Plan (PRP) is assigned to all teachers and provides a guide for long term growth and success at Desert Rose Academy. The Supervisor's Review of Performance (SRP) identify performance areas needing immediate attention. Principals use a Professional Refinement Plan for every teacher who receives zero Ineffective ratings and less than four "developing" ratings on each of the Fall and Summer *Summative Rating* form. The evaluator, in collaboration with the teacher, develops a plan to target an area for refinement. The professional refinement plan is implemented throughout the next evaluation cycle. The evaluator, usually a principal, writes a *Supervisor Review of Performance (SRP)* for every	List documents that serve as evidence of implementation of this process: Examples of Professional Refinement Plans Examples of Supervisor Review of Performance Schedule of SRP meetings Documentation of improvement APAT documents

teacher who receives an Ineffective rating(s) or four or more "developing" ratings on either the Fall or Summer *Summative Rating* form or at any time at the discretion of the evaluator. The evaluator, in collaboration with the teacher, develops a plan to target the areas(s) of deficiency. The plan includes a goal, strategies and action steps. The supervisor review of performance must be implemented for a minimum of six weeks.	
IV.6 How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): The Charter Holder analyzes instructional data in the context of the overall plan, the MIA which reflects current student performance and needs, instructional needs issues, problems, and areas needing systemic change. Specifically: Instruction, student achievement, and teacher skills are analyzed in terms of the MIA's goals, objectives, activities, support conditions, and evaluative criteria. These are evaluated three ways. 1) were/are they accomplished? 2) were/are they managed properly? 3) was/is the MIA fulfilled? MIA goals identified instructional needs in Personnel, Finances, Instructional Quality, Teacher instructional development, and support conditions, i.e., facility, equipment, and software. Specifically the needs were: 1. Personnel: student credit attainment strategies (RP-3); gathering and analyzing data; recruitment, professional development in Reading and Math standards aligned to the AIMS test, and retention program for new and returning teachers; classroom management and behavioral management; additional math and language arts teacher development, clarity and continuity in curriculum support, and more focused . 2. Finances: teacher turnover and recruitment; curriculum specialist project	List documents that serve as evidence of implementation of this process: Calendar of APAT formative and summative evaluations FY13 – 10/26/12; 1/8/13; 3/19/13; 6/18/14 FY14 – 10/11/13; 1/10/14; 3/14/14; 6/25/14 FY15 – 10/17/14; 1/16/15; 3/13/15; 6/16/15

assignments (added duty) 3. Instructional Quality for Students: Consistency in APAT administrations; Test-Teach-Test curricular/instructional interventions for Odysseyware using KU strategies, professional development activities connected with data; classroom management; student behavior management, and student attendance. 4. Teacher Instructional Development: professional development programs in Odysseyware, Strategic Instruction-Test-Teach-Test (benchmarking), and KU learning strategies; district specialist professional development support in Math and Language Arts, hands on training and support for teachers in student sub-groups; a more effective and efficient instructional schedule for teachers 5. Facility, Equipment, software: an engaging, standards-aligned, educational software for students that provides pre/post data and benchmark reporting; better presentation equipment for small group learning; more functional small group meeting rooms for instructional quality; upgrades to existing equipment.	Professional Development sign-in sheets
Specifically we addressed these needs by establishing: 1. Personnel: a Data Manager position, a refined process to recruit, train, and retain qualified teachers; Instructional Aide positions; hired additional math and language arts teachers, further refinement of the Rose Curriculum Team and Director of Curriculum and Instruction positions to provide more direct training in the Test-Teach-Test benchmark interventions with Odysseyware. 2. Finances: a competitive and long-term teacher compensation package; marketing for effective, timely, and cost efficient teacher recruitment; increased salaries for math and other hard to fill positions;	HR records RDT Meeting notes

project assignments for curriculum specialists; added duty pay for teachers; student incentives for bandwidth progress in the AIMS test.	
3. Instructional Quality for Students: APAT implementation training for Teachers and Principals; professional development in data driven instruction and Benchmarking; Instituted classroom aides to provide classroom management; developed a formalized Student Behavior Management System.	Calendar of APAT formative and summative evaluations FY13 – 10/26/12; 1/8/13; 3/19/13; 6/18/14 FY14 – 10/11/13; 1/10/14; 3/14/14; 6/25/14 FY15 – 10/17/14; 1/16/15; 3/13/15; 6/16/15
4. Teacher Instructional Development: invested in the development of professional development programs in Odysseyware, Strategic Instruction, and KU learning strategies; provided district specialists for professional development in Math and Language Arts, developed a special education unit to provide hands on training and support for student sub-groups; created a more effective instructional schedule for teachers	
5. Facility, Equipment, software: purchased Odysseyware subscription; purchased additional small group presentation equipment; improved small group meeting rooms; purchased new desks, computers, and monitors	Finance Records
IV. Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
IV.7 How does the Charter Holder monitor instruction to ensure it is meeting the needs of non-proficient students?	
Answer (suggested word count is 400 words): As an alternative school, the vast majority of students are non-proficient (under credited and over-aged) when they come to DRA. The percentage of non-proficient was: 2013 ~80% 2014 76% 2015 80% Almost half, 49%, were previous dropouts based on the ADE Alternative School Status Guidance. The learning gaps in our non-proficient student population require us to employ a test-teach-test methodology using KU's Strategic Tutoring approach. We also employ pre and post testing	List documents that serve as evidence of implementation of this process: 2013 was before the revised alternative school application process. Our estimate is around 80% of students. Transcript analysis. 2014 & 2015 Alternative Education Itemized Summary Excel spreadsheet

measures contained in Odysseyware and the KU curriculum to ensure gaps in learning are identified and remediated. Principals provide instructional management and teaching team support to serve this population through the analysis of student achievement data. Specifically, the principal provides teachers with an instructional cycle and professional development sessions to address gaps in student learning: • Teachers gather and analyze student achievement data within electronic curriculum, AIMS performance, and other assessments such as University of Kansas Strategies and Strategic Tutoring • Teachers diagnose, identify, and group students according to conceptual and content gaps in student performance • Teachers prescribe individualized instruction by modifying the electronic curriculum to ameliorate gaps and deficiencies • Teachers, as academic coaches, meet as needed to explain student progress and connect gaps to RP3 goals and objectives • Teachers support the application of student developed learning how to learn (H2L) strategies for generalization and transfer to other areas of thought Principals employ the Teacher APAT to monitor how teachers modify instruction and curriculum to specifically address: • Instruction based on evidence • Instruction in a way that supports most students in meeting the learning objective(s) • Implementation of University of Kansas Strategies and Strategic Tutoring • Utilization of varied approaches to support students who need help, e.g., individual, small groups, and whole groups, using the Rose feedback cycle • Instruction of gaps in content knowledge and skills • Implementation of learning how to learn strategies that impact student	Formal Response to Intervention meeting notes Professional Development sign-in sheets Friday Meeting Notes Final ROSE Teacher Evaluation SY14(Administrative Performance Assessment Tool (APAT) for Teachers 2014-2015), Evaluation Timelines and Activities section, page 8 Teaching Performance Rating, Domain 2, 2d, page 10 Principal report to Superintendent

performance The principal provides reporting of instructional effectiveness to the Superintendent to ensure instructional modification activities are accountable to the Curriculum Team's guidelines.	
IV.8 How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The District English Language Arts curriculum specialist provides and the Principal supports teachers implement an instructional cycle and strategies specific for English Language Learners (ELLs). Specifically, the principal with district staff support provides teachers with our instructional cycle that addresses gaps in ELL student learning: • Teachers gather and analyze student achievement data within electronic curriculum, AZELLA, and other assessments such as University of Kansas Strategies and Strategic Tutoring • Teachers diagnose, identify, and group students according to conceptual and content gaps in student performance • Teachers prescribe individualized instruction by modifying the electronic curriculum to ameliorate language gaps and deficiencies • Teachers, as academic coaches, meet as needed to explain to the ELL student their progress and connect language training to their ILLP and RP3 goals and objectives • Teachers support the ELL student in their application of learning how to learn (H2L) strategies so that they can generalize their home language to English Principals monitor how teachers apply the ILLP to specifically: • Use instruction based on evidence • Use instruction in a way that supports most students in meeting the learning objective(s) • Implement University of Kansas Strategies and Strategic Tutoring	List documents that serve as evidence of implementation of this process: Items 2e and 2f of Teacher APAT Confirmation from ADE OELA approving ILLP or ILLP alignment with ADE expectations ILLP student progress data Professional Development sign-in sheets

• Utilize varied approaches to support students who need help, e.g., individual, small groups, and whole groups, using the Rose feedback cycle • Instruct the ELL student to address language gaps in content knowledge and skills • Address language metacognition by employing learning how to learn strategies that impact student performance The principal provides reporting of ELL instructional effectiveness to the Superintendent to ensure instructional modification activities are accountable to the Curriculum Team's guidelines	Principal report to Superintendent
IV.9 How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): DRA's FRL subgroup "met" for two consecutive, 2013 and 2014, years, therefore, DRA is not required to answer this question. (*Preparing a DSP Report: Online Technical Assistance*, Slide 18, ~15:10 – 15:45 / 19:43)	List documents that serve as evidence of implementation of this process:
IV.10 How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): 95-100% of our student special education population is non-proficient or in poor academic standing (under credited and over-aged). ADE's Exceptional Student Services has awarded DRA the highest rating for our services to students with disabilities. In addition to the responses provided in IV. 7 & 8, the Director of Special Education and the principals collaboratively monitor instruction based on: 1) the student's IEP and RP3 2) student achievement data 3) observations of teachers when implementing the instructional cycle and strategies for students with disabilities. These include:	List documents that serve as evidence of implementation of this process ESS letter of school rating ESS review of SPED files IEPs Professional Development sign-in sheets

• Application of University of Kansas assessments according to prescribed timelines • Diagnosis of student academic and behavioral needs • Prescription of strategic instruction • Explanation of strategic instruction to the student and obtaining a commitment to learn Supporting student application and transference of strategies to other academic areas and life skills	

Area V: Professional Development

Area V. Professional Development System	
V.1 What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): DRA, as a Rose Academy and supported at the corporate level by the Executive Playbook, specifically identifies the goal of professional development as: "teachers will support the mission and promise of the school." Our MIA goal is addressed specifically through three objectives. Teachers: 1) provide Desert Rose Academy students with the fundamental skills needed to pass state mandated tests, earn credit, and graduate high school in a timely manner through alternative instructional teaching methods 2) expand how Desert Rose Academy students think through learning How to Learn® instructional strategies 3) create life opportunities for Desert Rose Academy students through data-driven accountability. Professional Development activities flow from each of the three objectives along with their support conditions. Specifically: the Professional development plan focus is to improve student achievement in credit attainment, gaps in reading, and math with specific training in: 1) Strategic Tutoring 2) KU strategy implementation 3) AIMS improvement/Standards mastery 4) Data analysis and teacher delivery of instruction to increase student engagement by differentiating instruction and improve small group instruction 5) RP3 graduation planning 6) Behavior Management System 7) Team Development within the context of a professional learning	List documents that serve as evidence of implementation of this process: MIA School Performance Targets Professional Development at a Glance Form Quarterly: August 2013, October 2013, January 2014, March 2014, August 2014, October 2014, January 2015 Professional Development sign-in sheets Strategic Tutoring and KU training materials New Teacher Instruction PowerPoint

community (PLC) At ROSE, our charter representative was trained in the use of the curricula and has developed a train the trainer approach, so district staff and principals can directly support the development of teachers.	
V.2 How was the professional development plan developed?	
Answer (suggested word count is 400 words): The Rose Development Team, the Superintendent, the RMG Curriculum Team, and the school principals use backwards design for developing the professional development plan. The above mentioned group reviews student outcome data from multiple sources: a) the State Board of Education's Alternative A-F model, b) the Arizona State Board for Charter Schools' Alternative Academic Performance Framework, and c) the Rose Model for Instructional Accountability (MIA). Student achievement data along with teacher evaluation data is used to determine the goals, objectives, activities, support conditions and their subsequent evaluations described above in the MIA's professional development plan. In addition, the above mentioned group monitors and adjusts the plan every quarter while including any review of new data made available.	List documents that serve as evidence of implementation of this process: Professional Development at a Glance Form Quarterly Evaluations of Professional Development Goals: August 2013, October 2013, January 2014, March 2014, August 2014, October 2014, January 2015 Quarterly MIA Data reviews meeting agendas
V.3 How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Principals, as the primary instructional leader at Desert Rose, implement the teacher APAT evaluation instrument, which provides summative and formative instructional feedback to help guide teachers in their professional development. In addition, the principal uses data from the teacher professional development survey to help guide	List documents that serve as evidence of implementation of this process: Teacher Professional Development Survey each Quarter (October, December, March, May)

professional development. Principals use the teacher APAT evaluation instrument along with student performance data to determine continued teacher development needs. Principals use the evaluation information to group teachers for professional development. The Quarterly At-a-Glance form is reviewed each evaluation period along with data related student achievement to determine alignment of the professional development plan with the instructional learning needs. See APAT description. In addition, the Superintendent and the Principals collect and review data along with data related to student achievement each evaluation period to determine alignment of the professional development plan with instructional staff learning needs.	ROSE APAT Teacher Evaluation Instrument Professional Development Quarterly At-a-Glance Forms
V.4 How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): Student achievement data is used to determine areas of high need. Professional development focuses on credit attainment strategies; reading comprehension, improvement on math standards mastery; Strategic Tutoring; pedagogy for small group and individual instruction; and implementation of the Rose Personal Progress Planner (RP3) for graduation. Principals follow the professional development plan to address areas of high importance via scheduled professional development meetings, small group instruction observation, RTI meetings, collaboration amongst teaching team (including principals and/or district staff), and observation of individual instruction. Principals and district staff provide weekly professional development, ongoing coaching, district workshops, and district inservices for teachers in the following high importance areas:	List documents that serve as evidence of implementation of this process: AIMS Results Data from AIMS Prep Courses Notes from Friday Professional Development Professional development schedule

1) Teachers learn to strategically instruct students, by a) assessing fundamental skills to earn credit and pass state tests in order to graduate in a timely manner, b) implementing academic strategies, e.g. University of Kansas Inference Strategy, Paraphrasing Strategy, and MATH Strategy, within the electronic curriculum, and c) modifying the electronic curriculum to address student knowledge gaps and skill development needs to bring the student to grade level in order to earn credit and prepare for AIMS.	September District InService 2013 September Inservice Agenda 2014 33-Minute Data Dialogue PowerPoint Curriculum and Instruction Updates Agenda October Inservice Agenda 2013 September Inservice Agenda 2014 January Inference Workshop Agenda 2015 ROSE Curriculum Modification documentation QUIC Modification Powerpoint
2) Teachers learn how to improve student metacognitive skills by through development in the University of Kansas learning strategy pedagogy. The RMG Curriculum Team teach teachers in using proven meta-cognitive strategies with students using the University of Kansas learning strategy curricula. University of Kansas requires training in strategy curricula prior to being given access to the materials to implement the curricula in the school.	Instructional Specialist professional development support calendar, observations, feedback.
3) The ROSE Academies are unique in their ability to personalize learning and the school environment for its student-customers. The Rose Personal Plan for Progress, referred to as the RP3, is the method to personalize the student-customers' experience in our schools. Principals prepare teachers in their role as an academic coach and how to coach students towards independent responsibility for their learning by identifying credit needs and requirements for timely graduation through the use of the ROSE Personal Progress Planner (RP3).	

V. Supporting High Quality Implementation	
V.5 How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Strategies learned in professional development sessions are supported by the principal on a weekly basis through direct observation, individual coaching, and evaluation. In addition, the Instructional Specialist provides support to the principal by delivering professional development and supporting teacher implementation of the University of Kansas Learning Strategy and Strategic Tutoring pedagogy. The Instructional Specialist works directly with teachers by modeling, observing, and providing direct feedback/coaching to individual teachers. The Instructional Specialist also works with the principal to collaborate on implementation. Implementation of the strategies learned in professional development sessions are confirmed through quarterly teacher evaluation. Q1 & Q3 are formative assessments, and Q2 and Q4 are summative evaluations. Refer to Area IV: Monitoring Instruction Refer to Area II: Curriculum	List documents that serve as evidence of implementation of this process: Observation documentation Teacher APAT Evaluation documentation Instructional Specialist professional development support calendar, observations, feedback. Professional Development Quarterly At-a-Glance Form
V.6 How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): The charter holder provides systemic resources to maintain high quality implementation of strategies learned in professional development by: 1. providing teachers over 400 hours per school year of professional development delivered during the normal school day. 2. providing teachers with summer school action labs for instituting KU Strategies and Strategic Tutoring.	List documents that serve as evidence of implementation of this process: Professional Development Quarterly At-a-Glance Forms Materials for Strategic Tutoring – books, voice recorders

3. providing teachers instructional schedules that are designed to increase the opportunities for professional development and individualized feedback from the principal and district curriculum team. 4. providing Friday opportunities to meet with the entire school staff for professional development. In addition, district staff (Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Instructional Specialist, Director of Special Education) support and provide professional development with PLCs and individual teachers. Resources have been invested to develop and maintain a custom web-based dashboard to allow the principal and teachers to monitor and track progress toward student performance targets outlined in the MIA and to anticipate student performance in accordance with the ASBCS Alternative Academic Performance Framework.	Instructional schedule –SY 13-14, SY 14-15 Notes from Friday Professional Development Meetings Professional development agendas with district staff ROSE Dashboard
Area V. Monitoring Implementation	
V.7 How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): According to the MIA, Instruction follows three action steps to report that strategies learned in professional development sessions are implemented appropriately. These steps are **Action Step 1**: Principal(s) and Curriculum Team gather and evaluate evidence (data) that report the effectiveness in implementing strategies learned in PD sessions. **Action Step 2**: RDT examines current instructional procedures, systems and programs in terms of how these produce excellence in instructional practice and quality **Action Step 3**: CEO & Superintendent examines policies and guidelines that prescribe excellence in standards-based-instructional practice and quality at Desert Rose Academy.	List documents that serve as evidence of implementation of this process: Professional Development Quarterly At-a-Glance Forms Observation documentation

The principals monitor the implementation of the professional development plan and report quarterly as part of the Administrator evaluation to the Superintendent on the effectiveness of professional development and a plan to ameliorate deficiencies for the following targets: - Professional development objectives met - Expected and actual outcomes - Instructional Indicators - Pre-and Post-assessment measures Any support conditions necessary for all learners and subgroups	Principal APAT evaluation documentation
V.8 How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
The MIA contains a plan for the principal to provide continuous assessment and professional training. Training activities include direct trainer supervision for: a) the assessment of content and pedagogical skills, b) continuous individualized improvement, c) one-on-one student education, d) and small student group instruction	
Training specifically addresses pre- and post-measures: - Did the teachers acquire the intended knowledge and skills? - Are the desired strategies being implemented? - Are the teachers applying the new knowledge and skills appropriately/effectively? - Is the implementation of the strategies having the desired impact on student performance? - Did the teachers use the Rose feedback cycle? To determine the effectiveness of individual and team professional development.	Observation Documentation Teacher APAT Evaluation documentation
The principal provides reporting of professional development and follow-up individual and team	Professional Development Quarterly At-a-Glance Forms

professional development to the Superintendent to ensure professional development activities are supported at the school.	
Area V. Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
V.9 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of non-proficient students?	
Answer (suggested word count is 400 words): Over 80% of our student population is non-proficient or in poor academic standing (under credited and over-aged). Almost half, 49%, were previous dropouts based on the ADE Alternative School Status Guidance. All of our teachers are developed in a research-based learning strategy curricula and pedagogical approach that is designed to help non-proficient students become efficient and effective independent learners. In addition, all teachers participate in weekly meetings to discuss/monitor non-proficient student progress and develop strategies to ensure their success. Those strategies are also followed up on each week to determine what is and what is not working. Adjustments are made by the team.	List documents that serve as evidence of implementation of this process: http://www.ku-crl.org/sim/strategies.shtml Professional Development Quarterly At-a-Glance Forms Paraphrasing Strategy Training PowerPoint RP3 Trackers Academic Coach Lists
V.10 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): In addition to the answer provided in V.9, the RMG English Language Arts curriculum specialist provides DRA teachers with an instructional cycle and strategies for ELLs: • Ongoing professional development on the AZELLA instrument and ILLP • Gather and analyze student achievement data • Identify and group students according to concepts and standards Implement the instructional cycle described in Area IV Monitoring Instruction section's guiding questions and action steps for ELL	List documents that serve as evidence of implementation of this process: ILLPs Professional Development agendas

V.11 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): DRA's FRL subgroup "met" for two consecutive, 2013 and 2014, years, therefore, DRA is not required to answer this question. (*Preparing a DSP Report: Online Technical Assistance*, Slide 18, ~15:10 – 15:45 / 19:43)	List documents that serve as evidence of implementation of this process:

V.12 How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): 95-100% of our student special education population is non-proficient or in poor academic standing (under credited and over-aged) upon enrollment. In addition to the answer provided in V.9, the Director of Special Education provides teachers with an instructional cycle and strategies for students with disabilities: • Ongoing professional development on handicapping conditions, assessments, and meta-cognitive strategies • Gather and analyze student achievement data • Identify and group students according to concepts and standards • Implement the instructional cycle described in Area IV Monitoring Instruction section's guiding questions and action steps for students with disabilities	List documents that serve as evidence of implementation of this process: Director of Special Education calendar and schedule for site meetings. Notes and Agendas from Site Meetings Professional development agendas for Special Education SPED Assessment Training Agenda Daily Routines – BIP Training Agenda

Area VI: Graduation Rate

Area VI. Ensuring Students in Grades 9-12 Graduate On Time	
VI.1 How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): Students choose to come to an alternative charter high school because they have not been successful in traditional high school(s). Almost half of our students, 49%, were previous dropouts based on the ADE Alternative School Status Guidance. The Rose Operating System for Education, supported at the corporate level by the Executive Playbook, provides uniform and consistent processes for all students as soon as they enroll to help them understand how they can complete the courses they need for graduation and then progress toward that goal. Several years ago, DRA adopted in its MIA three goals. Students will: a) **P**ass AIMS b) **E**arn credit c) **G**raduate We refer to it as PEG. The "G" Graduation goal is part of our school culture and language. We support timely graduation through our Rose Personal Progress program (RP3). Every enrolled student has an RP3. Even a student close to graduation wants and benefits from an RP3 graduation plan because it helps the student progress towards graduation or in some cases accelerate towards graduation in a timely manner. Our Administrators: a) meet with each student within two weeks of enrollment to fill out the Graduation Planner in the RP3.	List documents that serve as evidence of implementation of this process: Model for Instructional Accountability PowerPoint from opening pre-service Multiple additional occurrences of PEG

b) identify students and the courses that each individual student needs in order to graduate c) assign an Academic Coach to each student within one week of that student's enrollment. d) update a shareable spreadsheet for all pending grads that communicates to the faculty (especially the RP3 Coach) what is left to complete this is updated by administrator e) meet with students to assist them in building a strategy/timeframe for completing high school. f) provide constant & consistent reinforcement of how a student makes progress toward graduation g) support the development and implementation of individualized student goal setting, so the student learns to take ownership of his/her own progress toward graduation. The assigned Academic Coach: a) uses the RP3 to monitor, review, and update each individual student's plans for progress toward graduation and post-secondary success, e.g. continuing post-secondary education and/or workforce readiness. b) ensures student buy-in and parental support: 1. by establishing specific coaching intervals that match each student's individual needs, for example some students need weekly monitoring, review, & update, while those closer to "on-track" are able to progress with semi-monthly or monthly check-ins. 2. by making sure components of the RP3 are hard copied (our RP3 has evolved from a paper and pencil form to an electronic version) to allow the discussion to include parents and	Graduation Planner in Rose Personal Progress Planner (RP3) (our version of the ECAP) Academic Coaching Assignment List in the RP3 folder (includes sorts of 21+ years old) Modifying placement in OW – course proposals including Choir, Parrots, KU, Japanese, Cosmetology

guardians. c) support the development and implementation of individualized student goal setting, so the student learns to take ownership of his/her own progress toward graduation. Students use the RP3 as: a) their personal planning tool to set their own academic and sometimes behavioral goals b) a way to stay on target with their stated goals c) a way to demonstrate and practice responsibility for their own learning	Admin Pending Grad Document
VI.2 How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
As an alternative high school, over 90% of the students enrolled at our school have experienced academic difficulty. 80% of the student population was in poor academic standing and almost half, 49%, were previous dropouts.	Excel spreadsheet, Alternative Education Itemized Summary
Our electronic curriculum provides real time reports of each student's academic progress through courses. Content area teachers use those reports weekly to check each student's progress in a course.	OdysseyWare Course Percentage Complete reports of student progress
The content area teachers discuss in their 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.	PLC meeting notes
VI.3 How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:

Desert Rose Academy uses Response to Intervention (RTI) meetings to plan remediation for struggling students. Content area teachers using data from student performance offer small group instruction to remediate skill gaps demonstrated by specific groups of students. Teachers use the KU Strategies, e.g. Strategic Tutoring, Inference Strategy, to teach students "how to learn," so the students can apply the strategies to specific content and then transfer it to other content areas.	Rose Personal Progress Planner (RP3) Rationale and Guide RTI meeting notes Instructional Schedule ROSE lesson plans Strategic Tutoring Checklists for specific students
VI.4 What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): DRA is neither a credit mill nor a diploma mill. We are committed to an ACCRS-aligned rigorous curriculum that graduates college and career ready students. In addition, DRA is committed to providing an accredited school program and continues to meet AdvancED – NCA accreditationThe Arizona State Board of Education (SBE) has recognized that 6th and 7th year graduation rates are relevant in academic accountability for alternative schools. SBE approved in spring 2014 the use of 6th and 7th year grad rates in the alternative school letter grade model. A look at our 6th and 7th year graduation rate reports on Common Logon show graduation rates increase 6% - 8% in the 6th year and 12 – 14% in the 7th year. DRA is graduating students. It just takes a bit longer to get students to college and career ready graduation.	List documents that serve as evidence of implementation of this process: State Board of Education meeting minutes, May 2014 2014 A-F Letter Grade Accountability System: Technical Manual http://www.azed.gov/accountability/files/2014/12/2014-a-f-technical-manual.pdf Graduation Rate reports from ADE Common Logon

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. Published research shows that the KU strategies are effective with students in poor academic standing. At-risk students who participated in Strategic Tutoring earned grades in tutored English composition courses at a level equal to their academically prepared peers (Hock, 1988). Students significantly improved the scores they earned on quizzes and tests in general education classes. They earned average of above-average semester grades in the target courses compared with their failing grades prior to learning the strategy. Students maintained their improved grades even after coaching in ST strategy was discontinued indicating they had learned to transfer and continuing to use the strategy. (Hock, Pulvers, Deshler, & Schumaker, 2000) Strategic Tutoring has been shown to improve test performance, improve semester grades, and continue academic performance increases after the formal instruction in the strategy has been discontinued (Hock, Deshler, Schumaker, 2002).	Data manager report from April 2012 on RP3 effectiveness to Superintendent.
The 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 those goals.	Graduate exit forms – 2013, 2014, & 2015

Area VII: Academic Persistence, not required – DRA "Met" in FY 13 & 14

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process:
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of implementation of this process: