Annual Report on Demonstration of Sufficient Progress toward Increased Student Achievement

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Annual Report on Demonstrating Sufficient Progress

Overview

Desert Rose Academy (DRA) educates students from families in central Tucson. This is a significantly low-income area with 40% of the adult population not in the labor force, 24% without a high school diploma, and 10% having less than a 9th grade education.

Although DRA is an alternative school, we are accredited by AdvancEd, North Central Association.

We are submitting this annual report because DRA did not meet the Board's level of academic performance expectations set forth in the Academic Framework for Alternative Schools.

Currently available data show that **DRA is making sufficient progress in improving student growth and proficiency**.

- ★ Galileo categorical growth reports show **>70%** of 10th graders have **high growth** in Reading, and almost **2/3** of all students at DRA.
- ★ Math Improvement[1] (1b) has increased 10% over 2011-12 performance to **34%**, within the "meets" range, 30 – 39%[2]
- ★ Reading Improvement[1] (1b) has increased 15% over 2011-12 performance to **49%**, within the "meets" range, 45 -54 %[2]
- ★ Fall 2012[1] Percent Passing for the FRL subgroup has increased on both Math, **21%**, and Reading **57%**, surpassing the 2011-12 alternative high school statewide average of 19% and 48%.[3]

Additionally,

- ★ DRA will earn the 5 year Graduation Rate points for FY 13.[4]

[1] Source: Pearson reports on Fall 2012 AIMS testing results
[2] ASBCS Academic Performance Framework and Guidance, p. 31.
[3] 1/24/13 email from ASBCS Director of Charter Accountability,
[4] According to calculation as presented in *AZ's Alternative A-F Letter Grade Model*, p. 24, Alternative Schools – 5 year Graduation Rate and Common Logon reports, 3/5/13.

For ease of information access, we present the following model to illustrate the systematic implementation of the Rose Operating System for Education® (R.O.S.E.®) at Desert Rose Academy and our research-based sustained improvement plan to improve student achievement.

Desert Rose Academy: Model for Sustained Improvement

Demonstrating Sufficient Progress toward ASBCS Academic Rating Indicators through Curriculum, Instruction, Assessment, Professional Development with Supporting Data & Analysis

Improving Student Achievement / **Academic Performance Indicator/Measure**	**Curriculum** uniform & consistent electronic delivery of standards – aligned content	**Instruction** Instructional Schedule Weekly Intervention Plans Formal Teacher Evaluation	**Assessment** Galileo embedded in coursework	**Professional Development** Job-embedded PLC PD Schedule KU Learning Strategies – Strategic Tutoring	**Supporting Data & Analysis toward "meeting"/ DSP**
SGP - Reading	ELA curriculum in Standards alignment database & curricular maps Curriculum evaluation possible revision, new adoption	ELA teachers: Follow Instructional Schedule Submit weekly Intervention Plans Principal review of Plans Principal(s): Weekly informal teacher observations	Galileo Reading benchmark Galileo Categorical Growth report	Weekly ELA data review team addressing student learning Principal uses eval & observations to address teacher learning needs KU Learning Strategy workshops	Increase In Galileo Reading Benchmark Illustrative Teacher Galileo Categorical Growth **71%** of 10th Graders In Higher Growth / Higher Achievement Quadrant **62%** of all DRA students in Higher Growth Quadrants

Improving Student Achievement / Academic Performance Indicator/Measure	Curriculum	Instruction	Assessment	Professional Development	Supporting Data & Analysis toward "meeting"/ DSP
	uniform & consistent electronic delivery of standards – aligned content	Instructional Schedule Weekly Intervention Plans Formal Teacher Evaluation	Galileo embedded in coursework	Job-embedded PLC PD Schedule KU Learning Strategies – Strategic Tutoring	
Improvement - Reading		Principal conducts quarterly APAT, formal teacher evaluation	Data mentioned above Triangulated w/ Individual student reports		F 2012 Reading Improvement Increased to **49%**
Improvement – Math	Evaluated & revised to adoption of Carnegie Math curriculum in Standards Alignment Database & Curricular Maps	Extended example illustrating use of: Galileo Intervention Alert ADE Crosswalk of AZ CC to 2008 Intervention Plan using Carnegie Cognitive Tutor Quiz created using Galileo Math Curriculum Specialist delivers PD & coaches individual teacher			F 2012 Math Improvement Increased to **34%** Galileo report on quiz shows targeted student mastered the skill

Improving Student Achievement / Academic Performance Indicator/Measure	Curriculum uniform & consistent electronic delivery of standards – aligned content	Instruction Instructional Schedule Weekly Intervention Plans Formal Teacher Evaluation	Assessment Galileo embedded in coursework	Professional Development Job-embedded PLC PD Schedule KU Learning Strategies – Strategic Tutoring	Supporting Data & Analysis toward "meeting"/ DSP
Percent Passing – Math	Further review of Math curriculum pending Spring (April) 2013 scores	Math Curriculum Specialist communicates w/ principals regarding teacher's intervention plan			Steady increase in % passing since Fall 2010
Subgroup ELL – Math & Reading	Individual Language Learning Plans (ILLPs) include standard curriculum + KU Learning Strategies	All certified teachers, across content areas, have SEI endorsement	AZELLA as well as assessments, Galileo, Carnegie, & AIMS Study Guide, mentioned above	KU Learning Strategy workshops	Individual ILLPs available at site Student data not presented because of FERPA concerns

Improving Student Achievement / Academic Performance Indicator/Measure	Curriculum uniform & consistent electronic delivery of standards – aligned content	Instruction Instructional Schedule Weekly Intervention Plans Formal Teacher Evaluation	Assessment Galileo embedded in coursework	Professional Development Job-embedded PLC PD Schedule KU Learning Strategies – Strategic Tutoring	Supporting Data & Analysis toward "meeting"/ DSP
Subgroup FRL – Math & Reading	Because at least 9 out of 10 DRA enrollees qualify for FRL and most, sometimes all, of the AIMS testers qualify for FRL: our sustained improvement plan for curriculum, instruction, assessment, & PD is the same as described for previous measures				2012 Fall AIMS & passing: Math – 21% Reading –57%
State Accountability	Increase in student growth and proficiency as described for previous measures "on track" to meet Graduation Rate and Academic Persistence, as described for those measures DRA enrolls <10 ELL students; therefore, not eligible for ELL additional points.				DRA's points in letter grade calculation will increase. SBE policy decision about distribution scale pending at time report was submitted.
Graduation Rate	DRA principals work with enrollees beginning with orientation on graduation plans. RP3 is used as education and career plan. As students earn credit, they progress toward graduation. Frequency of meetings increases, weekly, as student approaches graduation.				DRA is on target to receive 5 year graduation rate additional points as currently calculated in Alt A – F.

Improving Student Achievement / Academic Performance Indicator/Measure	Curriculum uniform & consistent electronic delivery of standards – aligned content	Instruction Instructional Schedule Weekly Intervention Plans Formal Teacher Evaluation	Assessment Galileo embedded in coursework	Professional Development Job-embedded PLC PD Schedule KU Learning Strategies – Strategic Tutoring	Supporting Data & Analysis toward "meeting"/ DSP
Academic Persistence	KU strategies engage students in school.	Uniform Student Behavior Management System.	Embedding assessment in coursework was more motivating to students.	As described for other measures.	**60%** increase in retained students at DRA
Demonstrating Sufficient Progress	We have a formalized process, supported & explained by data, of creating, implementing, evaluating and revising curriculum aligned with AZ CC Standards through systematic and sustained implementation across DRA.	DRA has a comprehensive system to monitor the integration of AZ Standards into instruction and evaluate teacher instructional practices. Our system provides continuous data analysis & feedback as supported by data & analysis.	DRA uses a comprehensive assessment system. Our system has a formalized process to assess student performance & learning. We conduct systematic analysis of instruction using formative & summative assessments.	DRA implements a comprehensive & clearly defined PD plan focused on improving student achievement through student learning targets & based in teacher needs. Our plan uses research & best practice, national, state, & within ROSE. Planned & aligned PD leads to instructional effectiveness, as supported by & explained through data & analysis.	**Acceptable** Sustained Improvement Plan supported by data evidence of progressing toward "meeting" the Academic Framework rating

Our narrative provides more detailed explanation of our sustained, improvement plan through implementation of a system that targets student growth, increased performance for non-proficient students, and proficiency including the ELL and FRL subgroups via:

- Curriculum that is aligned to the Arizona Common Core Standards
- a plan for monitoring the integration of the Arizona Academic Standards into instruction
- a plan for monitoring and documenting increases in student growth, performance, and proficiency
- a professional development plan

Additionally, evidence is provided about our plan to meet the target graduation rate in the A-F Letter Grade Model and increasing the percent of students who remain enrolled in a public school across school years.

1A. SGP IN READING

Rose's systematic program of curriculum, instruction, assessment, and professional development addresses growth in reading by:

<u>Curriculum:</u>

- Assuring that the A+LS English – Language Arts (ELA) curriculum is aligned to the AZ Common Core Standards through our standards alignment database and curriculum maps
- Evaluating the current curriculum and exploring instructional material adoption that may better serve our student population

<u>Instruction</u>

- In SY 12-13, we started implementing a school-wide Instructional Schedule which focuses teachers on when they work with students one-on-one in the shared classroom and when they work with small groups of students to master specific skills.
- Teachers submit a weekly intervention plan on Fridays to the principal. The principal reviews the plan to assure that small group instruction is standards aligned.
- The principal conducts weekly informal teacher observations, both in the shared classroom and small group intervention, and formal teacher evaluations four times per year.
- PLC teams review data from the Galileo standards based assessments on a weekly basis.

Assessment

Currently, Student Growth Percentile (SGP) data is only available for 10th grade students. DRA is an alternative high school. In SY 11-12, DRA had 14 FAY 10th graders. Eleven (11) of those FAY 10th graders had SGP for SY 11-12. Of those 11 students, 36% had Special Needs.

This report presents Galileo data that we use to monitor & document growth toward proficiency for the ten (10) 10th grade students who will be FAY Reading for SY12 – 13.

- ★ Student scores have increased on the Galileo benchmark assessments.

Data Chart 1 illustrates that the 10th grade FAY students at DRA in SY 2012-13 have increased their scores on the Galileo benchmark assessments over the SY 2011-12 FAY 10th grader scores. This is evidence that students are growing.

Galileo is aligned to the AZ Common Core Standards. ATI establishes a score for "meeting the benchmark." That score predicts success passing the AIMS. For 10th grade reading, the 11 -12 Galileo benchmark assessments showed a drop from the first to the second benchmark. In 12-13, 10th graders at DRA show a gain.
Furthermore, ATI's Galileo introduced in SY12 – 13 a categorical growth report. The report is for each teacher. Data chart 2 presents an illustrative example for 10th grade Reading. This teacher's students "Exceeded Expected Growth." Each dot represents an individual student, so the teacher can click on the dots to see which students need further differentiated instruction.

We created data chart 3 to summarize the ATI Galileo categorical growth reports for all 10th graders at DRA.

- ★ **71%** of DRA 10th graders are in the upper left-hand quadrant of the Galileo categorical growth report

Further, we analyzed and created a school-wide summary data table of categorical growth reports for all ELA teachers and all students. We find this data helpful at our alternative school because we monitor and document growth of all students.

- ★ **62% , almost two-thirds, of DRA students are showing high growth in Reading**

Professional Development

The Rose system uses a professional development schedule for the year.

Figure 1. Professional development schedule

Professional Development

The following table provides the professional development plan for the 2012-2013 school year for teachers and principals.

Professional Development	Topics to include but not limited to the following:	Schedule	Hours
June-July Strategic Tutoring Framework	June – train Principals and select teachers in the strategic tutoring framework July – train Assistant Principals, curriculum specialists, and select teachers in the strategic tutoring framework	June 4-21, 2012 July 2-	96 80
New Teacher Orientation	Policy & Procedures, Student software programs, Behavior Management, Network and Technology, Schoolmaster, Student Testing, Curriculum	July 30-31, 2012	16
Pre-service	Model For Instructional Accountability, District Assessment Plan, KU Strategic Tutoring Framework, Student software programs (*Galileo, Cognitive Tutor, RP3, Informal Reading Inventory, AceReader, Science Lab Software, A+LS*), Curriculum, Using data from course to determine intervention types/groups	August 1-7, 2011	40
Daily Teacher Meetings	See Rotational Schedule	Monday through Thursday	141
Friday Teacher Meetings	Behavior Management Curriculum Special Education Consult Model English Language Learner program Accountability	Friday	
Learning Strategy Workshops	First Letter Mnemonic – Special Education Teachers Inference – English, Special Education Teachers, Principals, and Curriculum Specialists	August 4th & 8th, 2012 November 30, 2012	8 6
In-services	Intervention Planning (Galileo/ Common Core Implementation	A minimum of 2 times per year, 6 hours	12
Rose Development Team Systems	Curriculum Student Testing and Data Professional Development Accountability	Once a month : July, 2012-June 2013, 2.5 hours ea. mtg.	30
Curriculum Development	Curriculum Student software programs R.O.S.E.® TEC Accountability	Every Friday between August-May, 2.5 hours ea. mtg	57.50
Total			**486.5**

Professional development grows instructional staff to become teachers-educators-coaches (TEC) who work in our learning environment. Professional Development hours are sorted into three categories: Fundamentals, Methods, and Academic Coaching. The administrative staff, the Rose Development Team consisting of principals and assistant principal(s), receive up to 132 hours of professional development delivered by the superintendent.

The Rose PD schedule ensures that ELA teachers, (as well as Math teachers as we will add in the next section) are part of a PLC that comprehensively improves student achievement through:

- ★ Alignment to student learning areas targeted by Galileo assessments, A+LS unit tests, and student work such as essays or teacher observations of individual student reading ability

- ★ Teacher learning needs are identified in the formal teacher evaluation and informal observations described in the preceding Instruction section

- ★ Leaning Strategy Workshops on the research based University of Kansas Learning Strategies, especially Strategic Tutoring-Intervention that was begun in SY 12- 13 and the KU Inference Strategy (Fritschmann, Schumaker, & Deschler, 2007).

1B. IMPROVEMENT IN MATH AND READING

In summer 2012 when we saw DRA's Alt A – F detail for FY2012 (ADE, 2012), we knew that we needed to increase our Improvement, "the percentage of students who increased in an AIMS performance level from one test administration to another" (ADE, 2013, p.36). Improvement is also a target that we did not meet on the ASBCS Alternative School Framework.

Both SGP and Improvement are measures within the Indicator – Growth. The sustained improvement plan described above for ELA SGP is used for our students whose Growth is measured by Improvement.

Since we just described the actions for 10th grade Growth in Reading, we'll discuss first Reading Growth for Retesters.

Additional data is available for AIMS re-testers. Individual student reports, Figure 2, from previous AIMS tests show the specific strands and concepts that a student needs to master.

Figure 2. Illustrative individual student AIMS report with identification of Strands & Concepts

STUDENT REPORT

Arizona's
Instrument to Measure Standards
High School (AIMS HS)

John Huppenthal
Superintendent of Public Instruction

How did [redacted] perform on the Reading Assessment?

The overall performance on this content area of AIMS is shown on the bar graph below. A score that falls into the performance level "Exceeds the Standard" or "Meets the Standard" is a passing score. More detailed AIMS results are in the strand/concept report on the reverse side of this report.

The AIMS tests are aligned to the grade level state academic standards in writing, reading, and mathematics. The academic standards describe what students are expected to know and be able to demonstrate at each grade level. All publicly funded Arizona schools align their curriculum and day to day instruction to the state academic standards.

Student:	[redacted]
SAIS #:	
Birth Date:	
Test Date:	Fall 2012
Cohort:	2014
Dist-Sch #:	079441-079442
School Name:	DESERT ROSE ACADEMY CHARTER SCHOOL
District Name:	DESERT ROSE ACADEMY,INC.
	CHARTER

AIMS HS Standards Based Results

Reading			
PASS	EXCEEDS THE STANDARD	900 – 773	
	MEETS THE STANDARD	772 – 674	
	APPROACHES THE STANDARD	673 – 627	621 - Far Below
	FALLS FAR BELOW THE STANDARD	626 – 500	[redacted]

Reading Strand/Concept Results

Strands/Concepts	Number Possible	Number Correct	Percent Correct
Strand 1: Reading Process	**8**	**2**	**25**
Concept 4: Vocabulary	4	1	25
Concept 6: Comprehension	4	1	25
Strand 2: Comprehending Literary Text	**18**	**6**	**33**
Concept 1: Elements of Literature	14	3	21
Concept 2: Historical and Cultural Aspects of Literature	4	3	75
Strand 3: Comprehending Informational Text	**28**	**6**	**21**
Concept 1: Expository Text	12	3	25
Concept 2: Functional Text	8	0	0
Concept 3: Persuasive Text	8	3	38
Total	**54**	**14**	**26**

DRA teachers use these reports:

- As they align small intervention group instruction to the standards
- As an additional way to monitor and document non-proficient student growth
- As PD in the PLC to teach teachers how to use this data.

Math tends to be a more difficult content area for all schools, especially for alternative schools. Desert Rose Academy is no exception. In addition to the system described above, we have made adjustments particular for math.

<u>Curriculum:</u>

★ Evaluation of the A+LS math courses led us to adopt another math curriculum, Carnegie Math, for Algebra 1 and 2 plus Geometry.

★ We've "manually" reviewed the Carnegie lessons, step-by-step examples, and prompts/questions for Common Core coverage. Our own *Standards Database* and our curriculum maps show the verified list of how standards are covered.

Figure 3. Illustrative curriculum map, Algebra 1a[5].

A	B	C	D
MA A01A	**Algebra 1A**		
Course Unit	**Unit Description**	**CC Math Standard Met**	**Notes**
Problem Set 1	Lessons 2-7		
Problem Set 2	Lessons 2-14		Yes, PS 1 and 2 both start at lesson 2
2	Relations and Functions	HS.F-IF.1	
3	Graphs of Functions	HS.F-IF.4	
4	One-Step Linear Equations	HS.A-REI.1 HS.A-REI.3	
5	Two-Step Linear Equations	HS.A-REI.1 HS.A-REI.3	
6	Linear Models and Independent Variables	HS.N-Q.2 HS.A-SSE.1.a HS.A-CED.2 HS.F-BF.1.a	
7	Linear Models and Four Quadrant Graphs	HS.N-Q.2 HS.A-SSE.1.a HS.A-CED.2 HS.A-REI.10 HS.F-BF.1.a	
8	Linear Equation and Inequality Solving with Graphs	HS.A-SSE.1.a HS.A-CED.2 HS.A-CED.3 HS.A-REI.3 HS.F-BF.1.b	
9	Linear Inequalities	6.EE.8	
10	Absolute Value Equations and Inequalities	6.EE.8	

[5] We verified true Common Core Standard mapping of Carnegie MA A01A and created R.O.S.E problem set supplements in the course.

- ★ We used the standards mapping documents provided by Carnegie as a guide but took the extra steps to confirm.

As further illustration of our individualized, differentiated instruction, we offer this extended example of how teachers' use both the Galileo Intervention Alert and the Carnegie Student Skills Alert through assessment, instruction, and PD. Because our approach is an integrated system, we don't break this apart into the PMP Strategies.

1. Our math teacher looks at the Galileo Intervention Alert. The student (name redacted in green) received Falls Far Below rating for Common Core Standard HS.F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

2. We used ADE's *Crosswalks: ACCS / 2008* (2013, p.20) to verify HS.F-IF.7.a is cross-walked from MHS-S4C3-05.

3. Based on the Galileo Intervention Alert, the Math teachers created intervention, both individualized and small group, within the Galileo software. Small intervention groups were created by putting students with similar skill development needs together. In this case, a quiz was created to measure student growth after receiving a block of instruction from the teacher.

4. The teacher planned instruction for the student, individually and in small groups, to remediate the standard.

5. The Math Curriculum Specialist delivered professional development and coached the teacher on how to identify and prescribe instruction. The Carnegie Student Skills Alert reports (illustrated below in Figure 2) were used to triangulate student skill development needs with the Galileo assessments.

Figure 4. Illustrative Carnegie Student Skills Alert report, used to triangulate intervention data.

Student Skills Alert

Student:	[redacted]	**Instructor:**	[redacted]
Report Date:	03/01/13 16:29	**Class:**	Review - PEG
Module:	Algebra 1B - MA A01B	**Reporting Period:**	Start to End

Unit/Section	Unmastered Skill	Skill Level
Unit 8 - Equations of a Line		
Sect 4 - Modeling Given an Initial Point	Write expression, two points.	24
Sect 4 - Modeling Given an Initial Point	Write expression, initial and point.	25
Sect 4 - Modeling Given an Initial Point	Write expression, initial and change.	60
Sect 4 - Modeling Given an Initial Point	Convert unit of measure.	38
Unit 7 - Linear Models and Four Quadrant Graphs		
Sect 3 - Graphing with Negative Rates of Change	Working with integer slope and intercept.	94
Sect 1 - Graphing with Positive Integer Rates of Change	Calculate input value.	94
Sect 1 - Graphing with Positive Integer Rates of Change	Writing expression, any form.	26

6. The Math Curriculum Specialist communicated verbally and via email with the principals concerning the teacher's intervention plan execution.

7. A Galileo report on the quiz, created using standards aligned questions specific to that skill, shows that the student mastered the skill.

Professional Development

Systematic PD in our PLC for Math teachers is similar to the PD described on p. 7 for the ELA teachers. In addition, PD for Math Teachers included:

- ★ Training on how to use the Carnegie curriculum, its Cognitive Tutor software, and its Students Skills Alert report.

According to our Fall 2012 AIMS data, DRA Improvement has increased to meet the targets set in the Academic Framework for Alternative Schools:

At DRA,

- ★ Math Improvement in performance band for non-proficient students increased **10%** to 34%
- ★ Reading Improvement in performance band for non-proficient students increased **16%** to 49%.

2A. PERCENT PASSING IN MATH

DRA's percent passing in Math has steadily increased since Fall 10. We are still uneasy that our projections for percent passing in Math may be 1 percent below the 2011-12 state average for alternative high schools. We anticipate increased Spring Math AIMS results.

Curriculum:

- ★ We are reviewing our current Math curriculum. Pending Spring Math AIMS results, we may adopt other curriculum or further supplement the curriculum to meet student learning needs.

Our system for increasing percent passing in Math is the system that has been described above for Growth.

2B. SUBGROUPS ELL AND FRL IN MATH AND READING

ELL Subgroup

Desert Rose Academy had seven (7) ELL FAY students in SY 2011-12 and has four (4) ELL FAY students for Reading in SY 2012-13.

DRA is fully compliant with ADE's requirements for ELL students. Each student has an Individualized Language Learning Plan (ILLP).

Research and best practice (Hock, M., Deshler, D., & Schumaker, J., 2011) show that the KU learning strategies are effective for ELLs. The KU Learning Strategies are Tier 2 and Tier 3 interventions in tiered response to intervention (RTI Action Network, n.d.)

Education services to ELLs are part of the systematic improvement plan we have already described in this report. In addition,

Curriculum

Many student learning needs that can be met through instruction using a KU learning strategy such as the Inference Strategy, the Word Identification Strategy, the Paraphrasing Strategy, and the Error Monitoring Strategy.

Professional Development

One of DRA's principals, an experienced, award winning teacher of English to speakers of other languages, leads with Curriculum Specialists the PLC activities on ELL education.

ELLs are also part of the sustained improvement plan for Graduation Rate and Academic Persistence described later in this report.

Because of FERPA concerns with such a small number of ELL students, we are not presenting data on this subgroup of students. We have data on-site about ELL reclassification and percent passing.

FRL Subgroup

Free and Reduced Lunch (FRL) students comprise 9 out of 10 of the enrolled student population and almost all of the AIMS testers as shown in the data analysis section.

DRA uses the four elements of our systematic and sustained improvement plan that has already been described in this narrative for its FRL students.

Students identified for Free and Reduced Lunch at DRA in SY 2012 - 13 are on track to meet the statewide average for alternative high schools. FRL performance on the Fall AIMS was:

- ★ 57% passed Reading
- ★ 21% passed Math

Data from Pearson reports show that DRA exceeded the alternative school average percent passing in SY2011-12 for an alternative school. We realize that this isn't quite an "apples to apples" comparison because the numbers for SY2011-12 included two AIMS administrations. Our reports from Pearson are just for one administration, Fall of 2012. Historically, spring results are even better than Fall. We expect the percent testing proficient to be even better once the full school year scores are available.

3A. STATE ACCOUNTABILITY ALT A-F LETTER GRADE

DRA offers a desirable choice of high school education in a particularly challenging area of Tucson, as described in the introduction of this narrative.

The alternative school parallel accountability model, unlike the traditional school model, uses a distribution scale. The mean, the arithmetic average, of points earned by alternative schools statewide was used in the 2012 Alt A-F ratings for the center point of a "C" rating for alternative schools. Schools that were ½ standard deviation above the mean were labeled with a "B." Schools that were a full standard deviation above the average were labeled with an "A."

Arizona's State Board of Education has not yet made a policy decision about whether the distribution scale for 2013 will be "fixed" using the 2012 distribution. Therefore, at this juncture, we will limit our discussion to DRA's ability to increase the points that we receive in Alt A – F as it is currently calculated. In Alt A – F, Growth – SGP and Improvement are weighted 70% and Proficiency, 30%.

Growth:

- ★ Based on the Galileo categorical growth report, DRA's 10th graders will be at the statewide median or above for SGP in Math and Reading.
- ★ DRA has increased the percentage of students that improved performance band for both Math and Reading in Fall 2012 over Fall 2011, as shown in the Data section.

Increased SGP plus an increase in Improvement will result in higher points for Growth.

Proficiency:

- ★ % passing at DRA has increased for both Math and Reading in Fall 2012 and will produce more points for the Proficiency part of the calculation.

Alt A – F does a simple average (not weighted) of % passing Math and Reading. Based on the trends we see in the Pearson reports from Fall 2012 combined with our Galileo and Carnegie reports, we expect the % passing for DRA to increase for the 12 – 13 SY.

DRA earned the three (3) additional points for Academic Persistence in the 2012 Alt A – F calculation. We expect to earn those additional points again in 2013.

DRA did not earn the three (3) additional points for Graduation Rate in 2012. We are on target to earn the Graduation Rate points in 2013, as seen in the Data section. We discuss Graduation Rate in detail in the next section.

4A. GRADUATION RATE

Our system, as described previously in this narrative, helps students succeed academically. As they master skills, they earn credit. When they earn credit, they progress toward graduation. The 2012-13 Model for Instructional Accountability creates teacher and principal goals that focus on Passing AIMS, Earning Credit, and Graduation (PEG).

We met the state Education and Career Action Plan (ECAP) requirements. We use our own RP3 form that goes beyond the state form in that it helps teach students the planning processes.

Principals start the graduation planning process at orientation. All students meet with the principal to construct a Graduation Planner. Principals identify students who are pending graduates, as well as identifying students who are 4th year cohort or more and need to graduate but are behind in credit. These students are targeted and tracked with increased frequency. As seen in the bar graph, seniors and "super seniors" students are at least 50% of DRA's student population. Principals coordinate efforts with pending graduates during PLC time. Principals continue to meet and plan individually with students. They offer options for students such as developing a school schedule to help students finish, showing them how to set and track progress and goals (RP3 process), and individualizing and/or customizing coursework while assuring alignment to AZ's standards. Principals also coordinate presentations/workshops from post-secondary institutions including community colleges and technical schools like ITT Technical Institute, etc. They help students identify opportunities for ACT/SAT and other post-secondary planning activities.

As a student draws closer to graduation, or could possibly "age-out":

- Principals meet with pending grads weekly to discuss progress.
- As the pending grads get closer to their credit completion goals, pending grads and principals often meet more than once a week.
- Principals and the student services department work closely together to monitor student progress and ensure all state requirements are met in terms of credits, paperwork compliance, and AIMS.

DRA graduates and completers are college and career ready. We conduct a post-graduation survey. Findings show that DRA students go on to the military, the workforce, and post-secondary education (see Data Section).

The Academic Performance Framework and Guidance document, (ASBCS, 2012) states that an alternative school Meets the Standard for High School Graduation Rate when they earn the graduation points in the A-F Alternative Letter Grade calculation. According to the Five Year Graduation Report available through Common Logon, DRA will earn the graduation points using Option 3 of the Alt A-F model by increasing 5 year graduation rate by 3 percentage points from FY 2011 to FY 2012 (ADE, 2013, pp 37 &38). There is "lag time" with Graduation Rate calculation. The calculation is for the cohort of the previous year because ADE calculates graduation through August.

Graduation Rate data from the **Five-Year Graduation Rate Summary Report** on Common Logon shows that DRA will earn the graduation points.

4B. ACADEMIC PERSISTENCE

The research-based KU Learning Strategies have shown that at-risk students who learn the strategies stay in school as they become more engaged at school. Our work in our PLC this year has strongly emphasized the use of the KU Strategies, especially Strategic Tutoring and Strategic Intervention.

Student motivation and engagement is comprehensively approached through the implementation of the instructional schedule and the Student Behavior Management System (SBMS). All instructional staff, teachers, curriculum specialists, and the principals, implement the instructional schedule to assure student motivation and engagement. Our uniform and consistent Student Behavior Management System allows our students to learn how to appropriately behave at school and focus on getting school work done.

Our student management information system tracks the number and types of referrals. As shown in our report for Quarter Two, the number of re-occurrences of referrals decreased from Quarter 1 to Quarter 2. Students are learning how to implement more effective academic routines that allow them to focus on school work, rather than doing the things that distract them.

Research and best practice, (Dixon, 2006) show that at-risk students go through a stage in which they learn to be re-engaged at school, and then they accomplish their academic work.

The Assistant Principal (AP)/Principal meet regularly with students regarding individual progress, attendance, and graduation via the principal sign up list. It is a significant portion of the AP's schedule to meet with students and offer options to students that will keep them motivated and engaged.

Student retention is a goal for all school staff in the Model for Instructional Accountability (MIA) for 2012-13.

- ★ Our data show that retention of our DRA students has increased **60%** for Oct 1, 2012, compared with Oct. 1, 2011.

SUMMARY

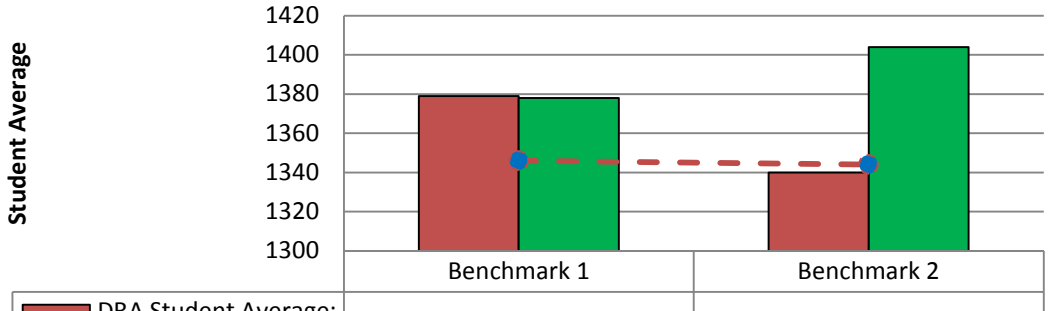
We have estimated our Academic Performance Rating for FY 13. According to the current data available to us,

- Galileo reports, benchmarks and the categorical growth report
- Pearson AIMS data from Fall 2012
- ADE's Five-year Graduation Rate Summary Report

DRA will "meet" the Academic Performance Framework.

Graphs, Tables, and Data Charts

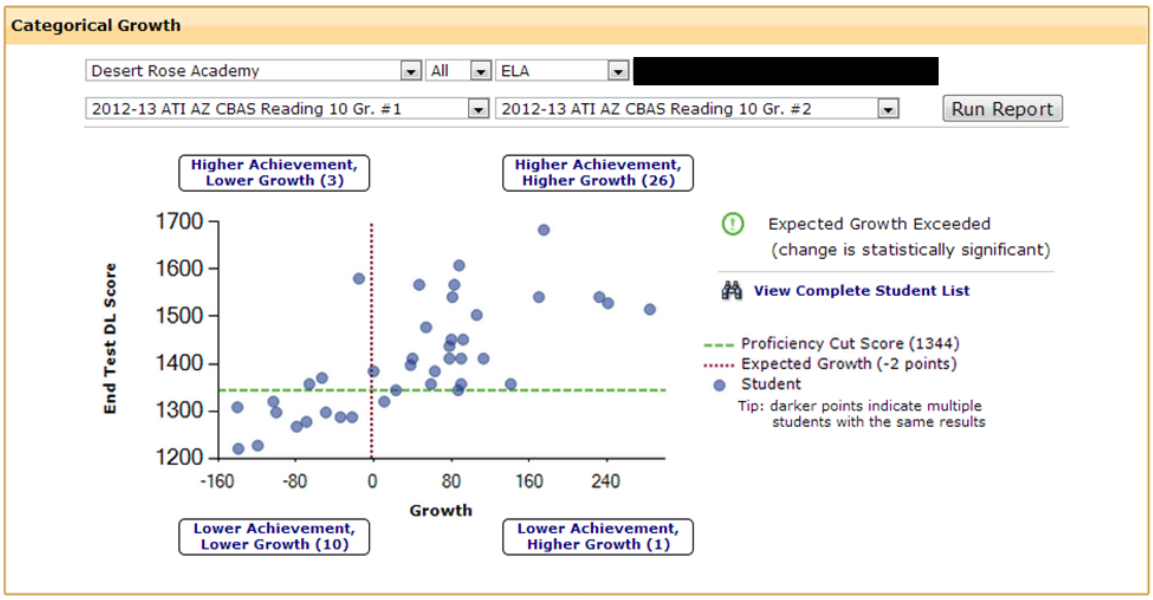
Data 1. Galileo benchmark assessment for 10th graders in SY 11-12 (N =13) and SY 12-13 (N=10)



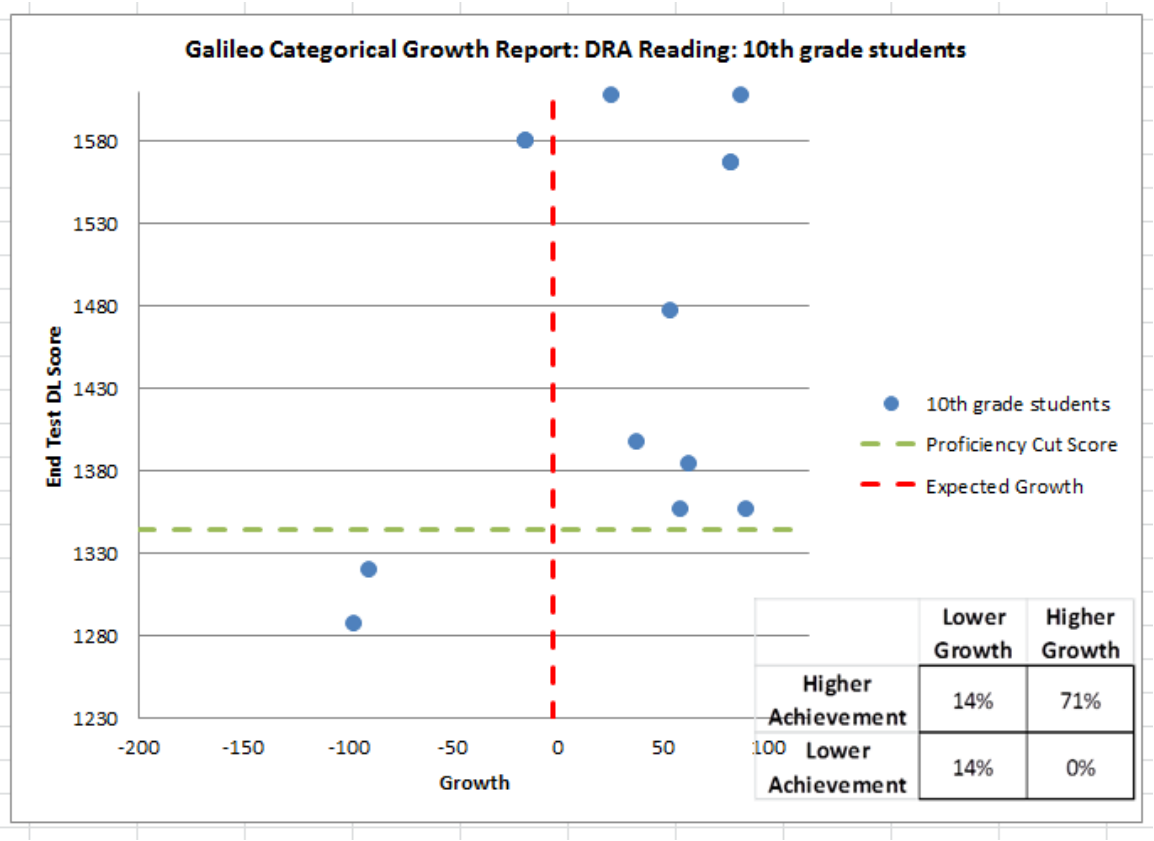
	Benchmark 1	Benchmark 2
DRA Student Average: 11-12	1379	1340
DRA Student Average: 12-13	1378	1404
ATI Pre-set Score for Meets: 12-13	1346	1344

Test Sequence

Data 2. Illustrative Galileo categorical growth report for an English-Language Arts teacher



Data 3. Galileo categorical growth for all 10th graders at Desert Rose Academy



Data 4. Summary table of higher growth in reading for all Desert Rose Academy students

Reading

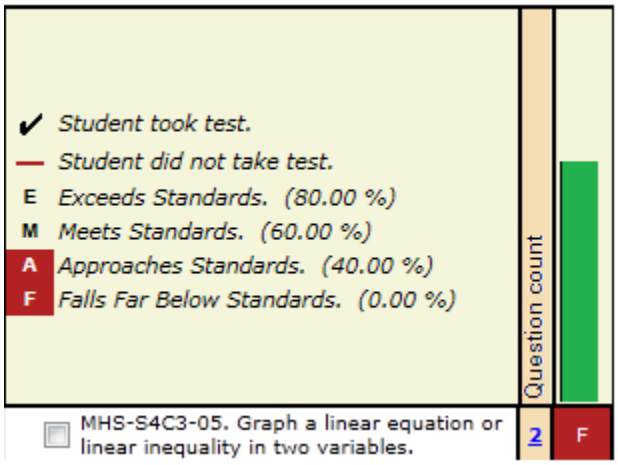
	Lower Growth	Higher Growth
Higher Achievement	12%	52%
Lower Achievement	26%	10%

Data 5. Academic Performance Rating FY 2012 – Improvement

1. Growth

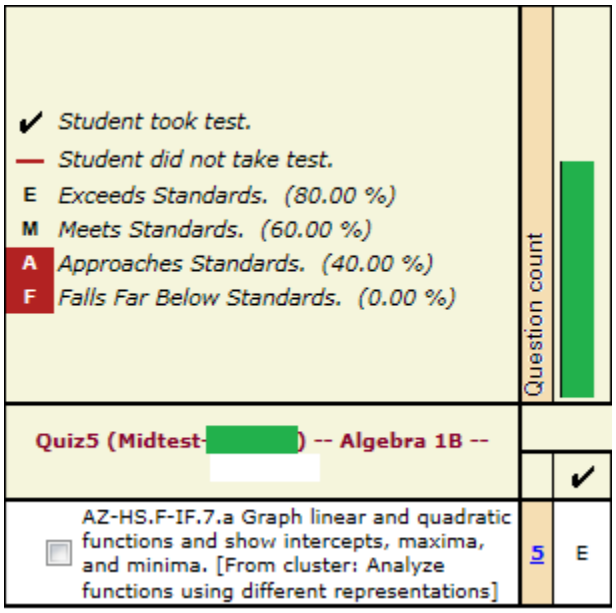
Alternative High School		1a. SGP		1b. Improvement	
School	School Year	Math	Read	Math	Read
Desert Rose Academy	2011-2012	33	24	24	33
Points Assigned		75	25	50	50
Weight		2.5	2.5	12.5	12.5

Data 6. Illustration from Galileo Intervention Alert

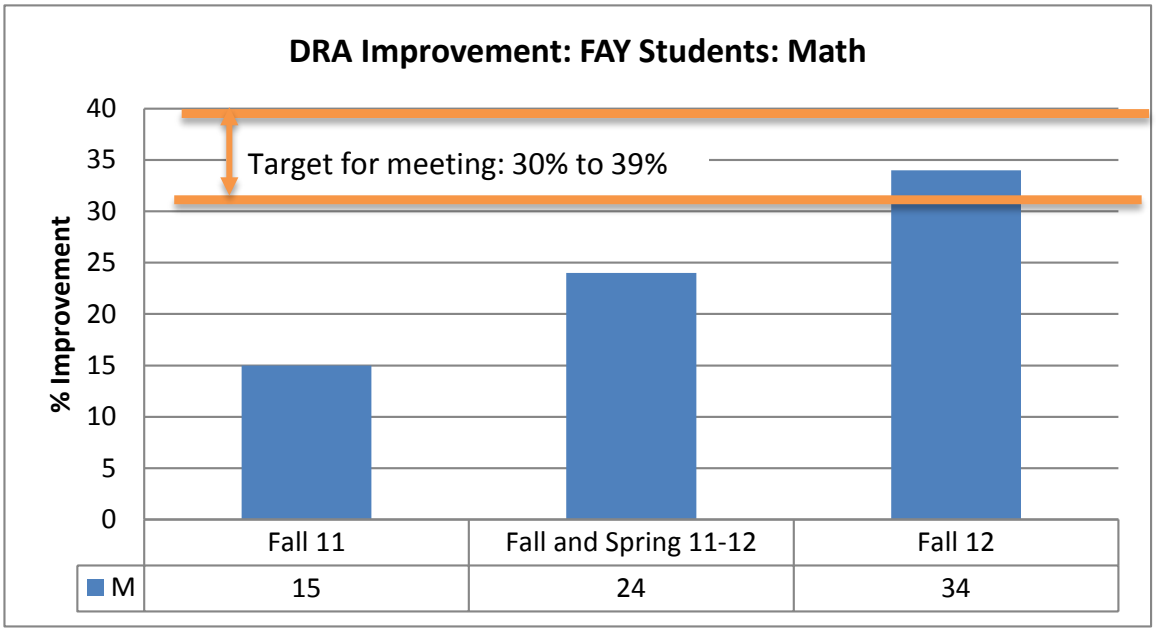


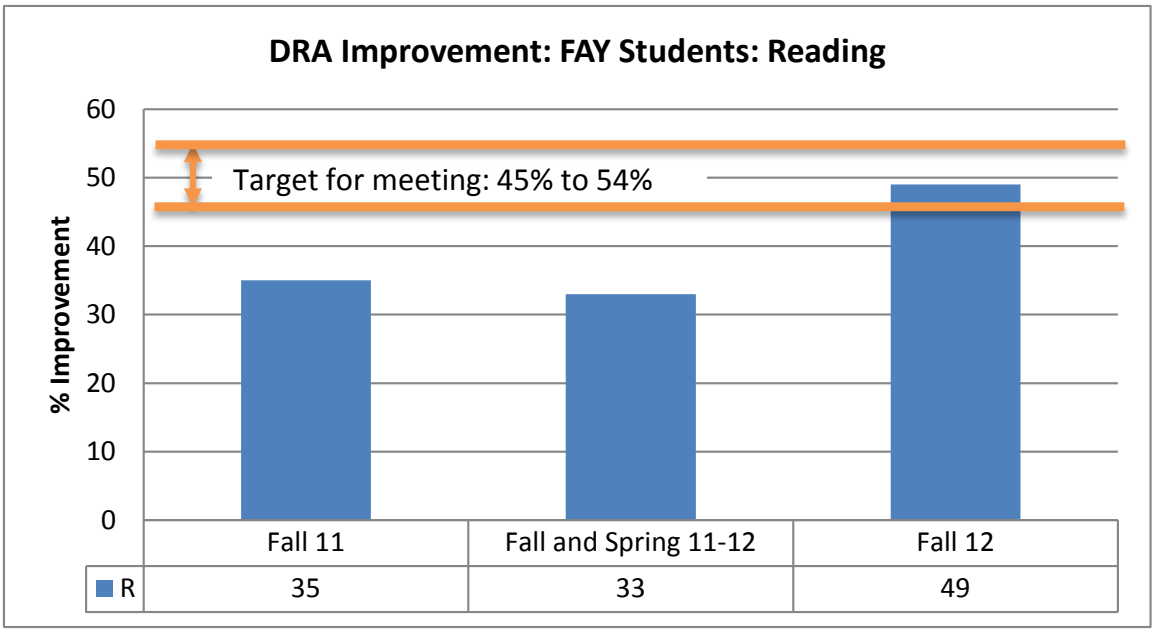
*Target student name redacted in green.

Data 7. Report from Galileo on quiz for targeted students on the specific skill.

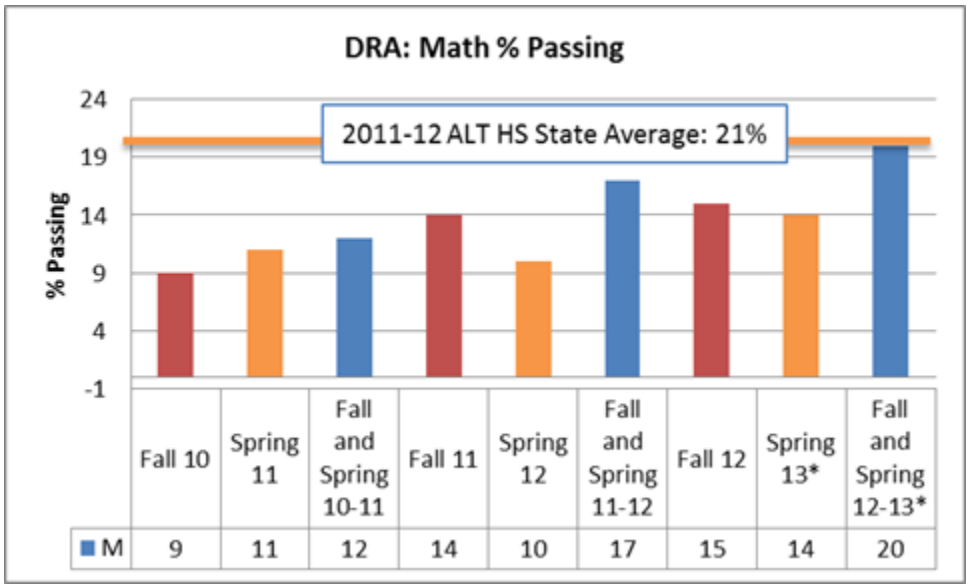


Data 8 . Measures 1b: Non-proficient student performance increases in Improvement on AIMS Performance Bands in Math and Reading



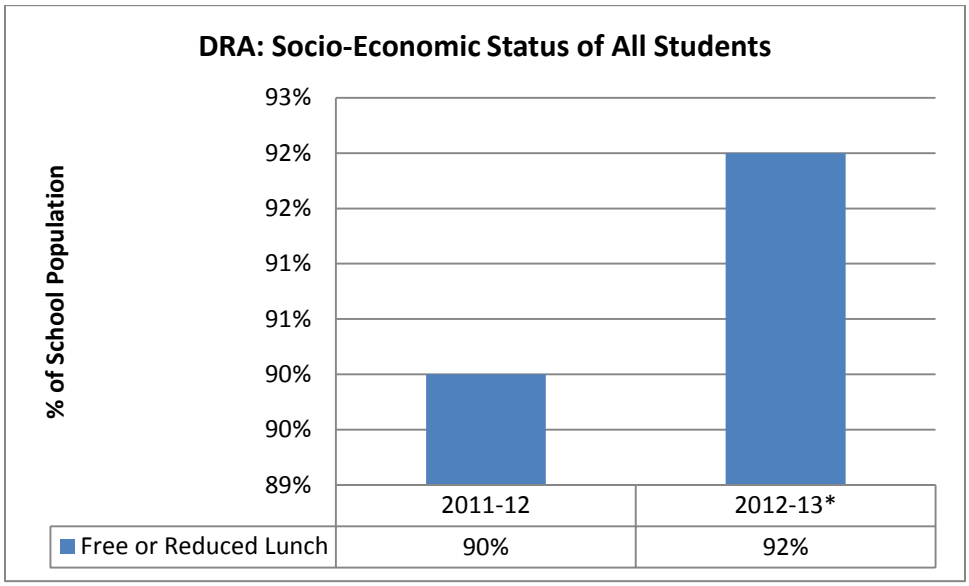


Data 9. Measure 2a – Math percent passing

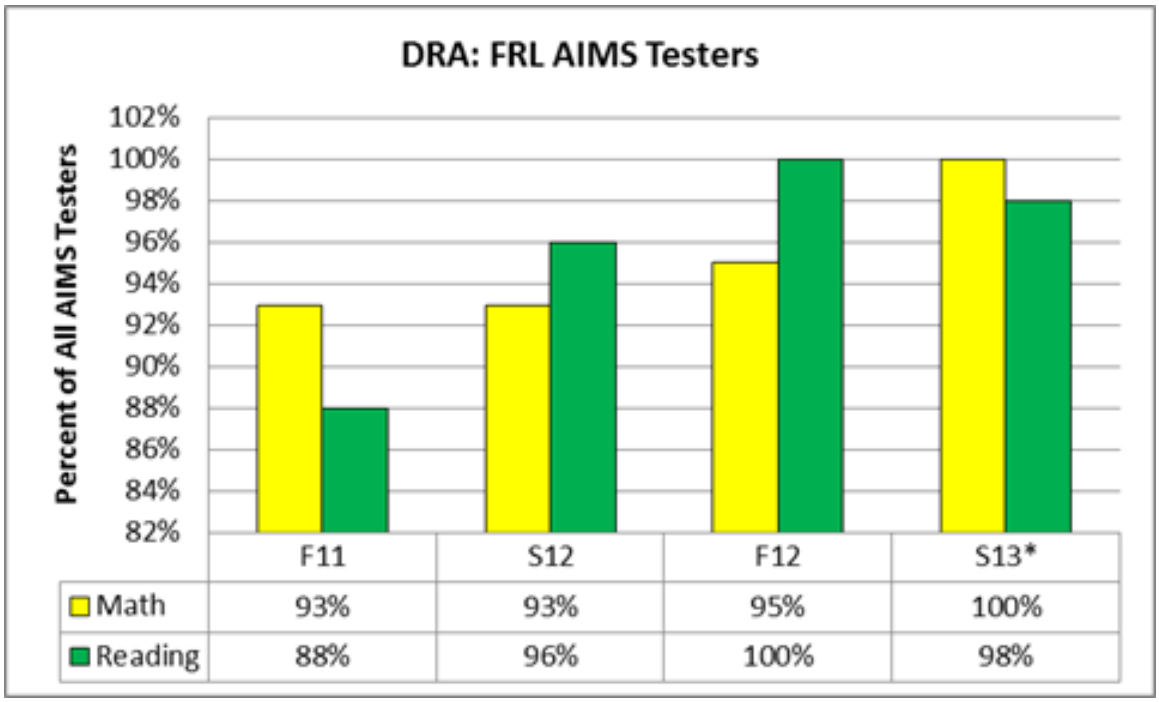


*Spring 13 estimates based on previous year increases from Fall to Spring plus school data in Galileo and practice AIMS tests

Data 10. Free and reduced lunch enrollees at Desert Rose Academy

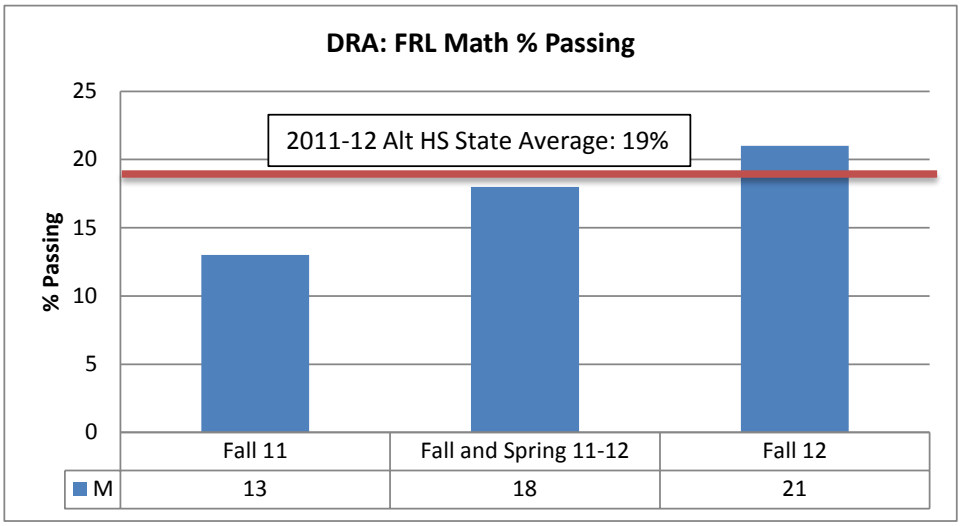


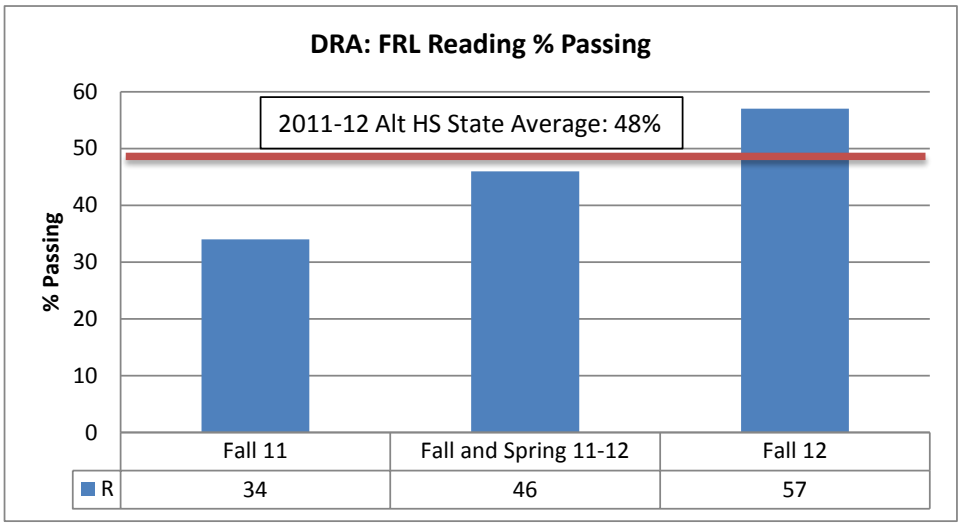
Data 11. Free and reduced lunch AIMS testers at DRA



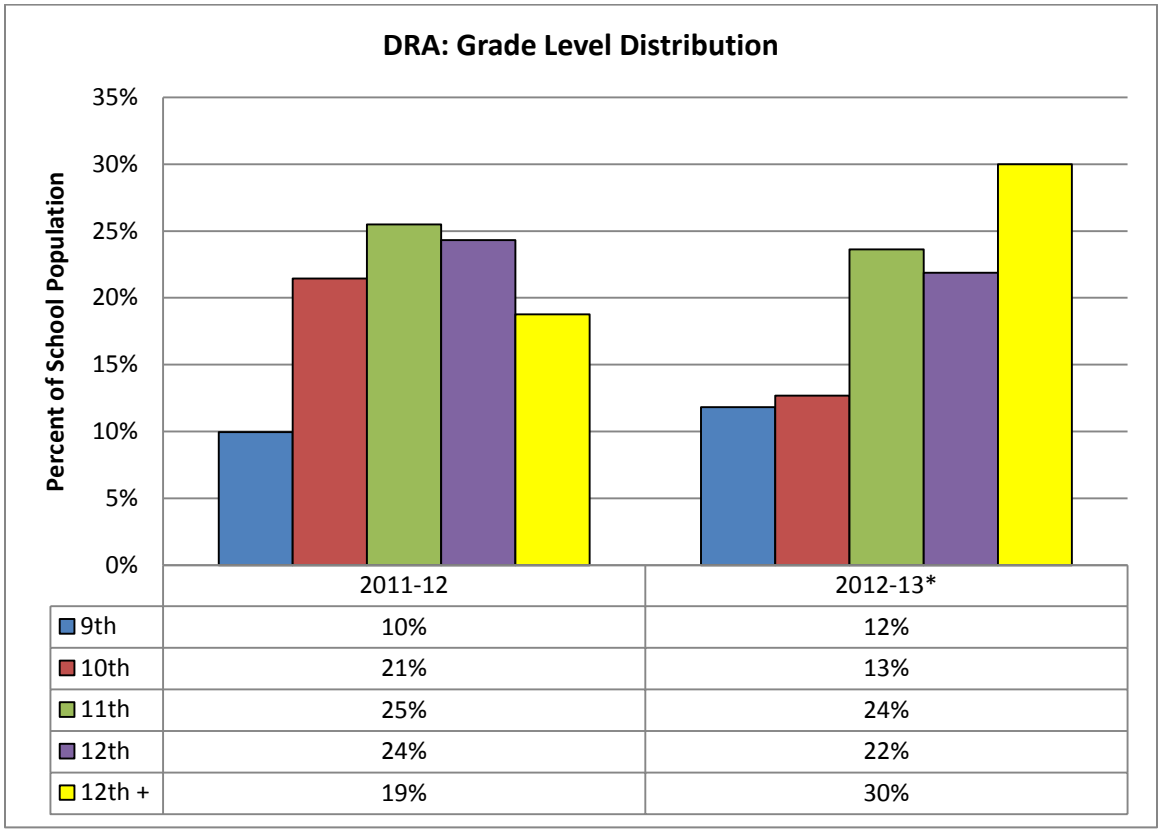
	F11	S12	F12	S13*
Math	93%	93%	95%	100%
Reading	88%	96%	100%	98%

Data 12. Measure 2b - Percent passing AIMS for Free and Reduced Lunch eligible students at Desert Rose Academy





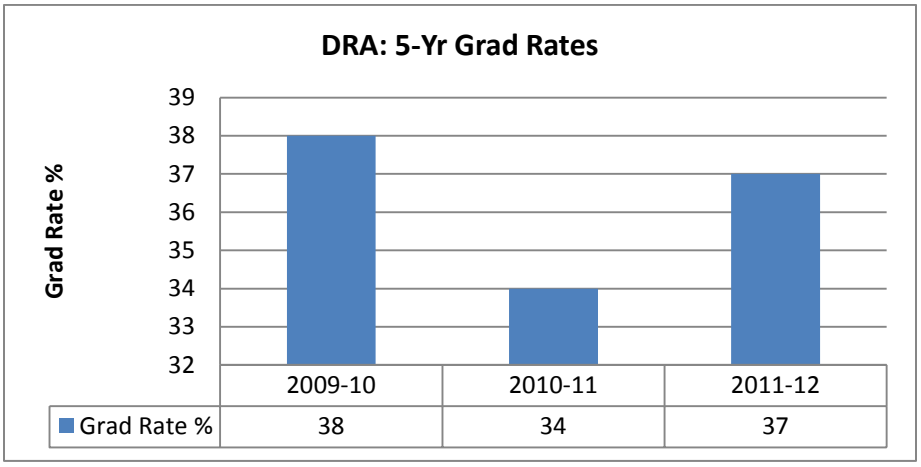
Data 13. "Grade-level" distribution of enrollees at Desert Rose Academy.



	2011-12	2012-13*
9th	10%	12%
10th	21%	13%
11th	25%	24%
12th	24%	22%
12th +	19%	30%

*Enrollment when report was written, last week of March 2013.

Data 14. Increased Graduation Rate at Desert Rose Academy as shown in ADE's *Five-Year Graduation Rate Summary Report*

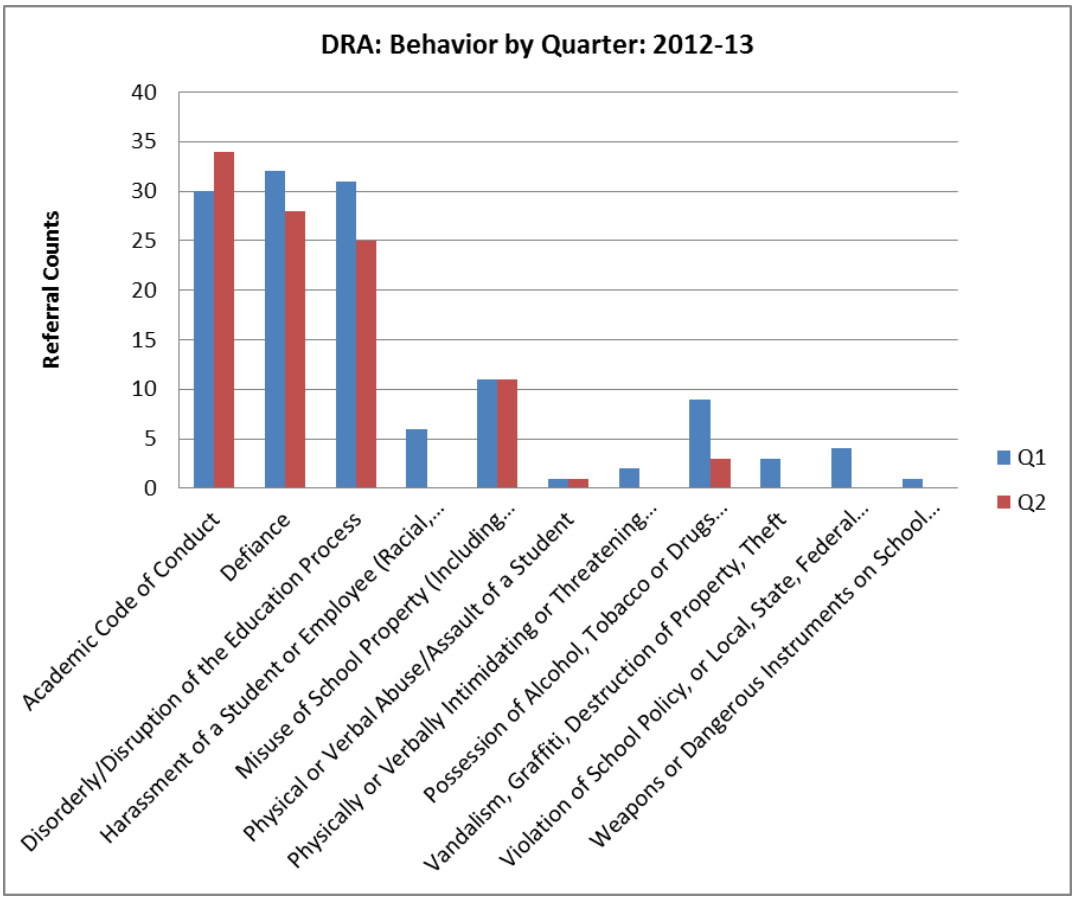


	2009-10	2010-11	2011-12
Grad Rate %	38	34	37

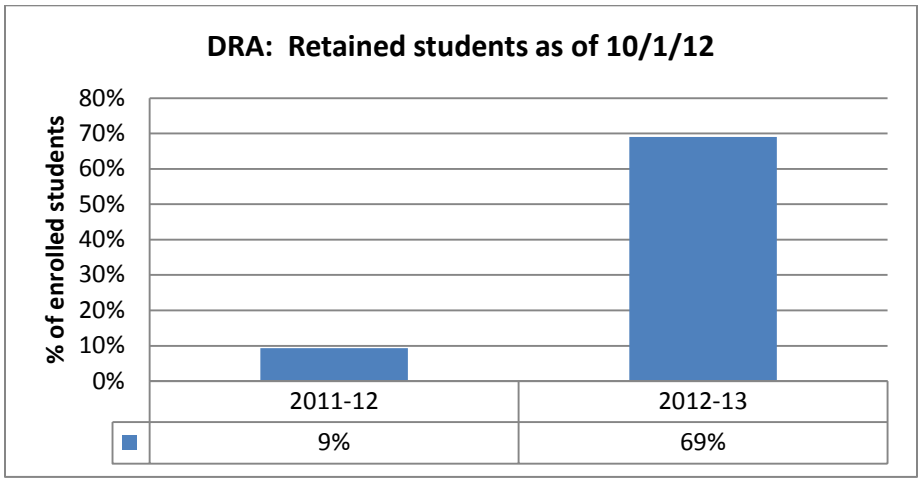
Data 15. Post-graduation survey at Desert Rose Academy, SY 2010 – 11 & SY 2011 – 12

Activity after Graduation	2010-11	2011-12
Military		
Air Force	0%	3%
Army	5%	8%
Unspecified Military	0%	3%
Postsecondary Education		
Community College	61%	61%
Junior/Technical College	5%	3%
University	10%	8%
Other/Work		
Other	15%	8%
Work	5%	6%
Grand Total	**100%**	**100%**

Data 16. Reduction in repeat of referrals by referral type.



Data 17. Retained students at Desert Rose Academy, Oct. 1, 2011, & Oct. 1, 2012



Data Chart 18. Summary of evidence of progress toward "meeting" the Academic Framework for Alternative Schools

ASBCS Academic Framework / Desert Rose Academy		1. **Growth** (30%)				2. **Proficiency** (30%)								3. **Letter Grade** (5%)	4. **Post-Secondary Readiness** (35%)		**Overall**
								2b. Subgroups (10%)									
		1a. SGP (5%)		1b. Improvement (25%)		2a. % Passing (20%)		ELL		FRL		SPED		Letter Grade	4a. Grad Rate (15%)	4b. Academic Persistence (20%)	
		M	R	M	R	M	R	M	R	M	R	M	R				
School Year	11-12	33	**24**	24	33	19	50	NR	NR	18	46	14	21	50	Not met	67	53.75
	12-13	*X**	*X**	*34*	*49*	*20*	***56***	NR	NR	21	57	?	?	?	Met	*≥70?*	~71.25

AIMS Improvement and Proficiency estimates based on Fall 2012 Pearson reports.
Grad Rate on ADE's Five Year Graduation Summary Report.
*SGP values will not be available until summer 2013. Our estimates are based on the Galileo categorical growth reports.

Key:		
	Red	Falls Far Below Standard
	Pink	Does Not Meet Standard
	Pale Green	Meets Standard
	Kelly Green	Exceeds Standard

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