Demonstration of Sufficient Progress Site Visit Inventory

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

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] **7. Percent of Students Earning Math Credit**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** The document provides a graph and underlying data showing the percentage of student earning credits in Math for semester 1 and 2 for FY2013 and FY2014, and for semester 1 in FY2015. **The documents provided demonstrate improved academic performance because:** Although the graph and analysis provided by the Charter Holder do not specifically address the growth rate and show an increase, the underlying data provided the number of credits earned by each student during each semester and the total number of students per semester, which allowed the calculation of the rate at which students earn credits in Math each semester. The underlying data also included the courses in which the credit was earned, providing comfort that the credits in the calculation were earned in courses applicable to the graduation requirements established by the State Board of Education (SBE). By dividing the number of credits earned by the number of total students as provided by the document, for semester 1 of FY2013, students earned Math credits at a rate of 0.11 credits per student per semester; for semester 1 2014, the rate was 0.20 credits per student per semester, and for semester 1 2015, the rate was 0.28 credits per student per semester. This demonstrates a sustained increase in the rate at which students are demonstrating mastery of the ACCR Standards in Math over comparable time periods.
[D.2] **7. Percent of Students Earning English Credit**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** The document provides a graph and underlying data showing the percentage of student earning credits in Math for semester 1 and 2 for FY2013 and FY2014, and for semester 1 in FY2015. **The documents provided demonstrate improved academic performance because:** Although the graph and analysis provided by the Charter Holder do not specifically address the growth rate and show

	an increase, the underlying data provided the number of credits earned by each student during each semester and the total number of students per semester, which allowed the calculation of the rate at which students earn credits in English each semester. The underlying data also included the courses in which the credit was earned, providing comfort that the credits in the calculation were earned in courses applicable to the graduation requirements established by the State Board of Education (SBE). By dividing the number of credits earned by the number of total students as provided by the document, for semester 1 of FY2013, students earned English credits at a rate of 0.11 credits per student per semester; for semester 1 2014, the rate was 0.12 credits per student per semester, and for semester 1 2015, the rate was 0.20 credits per student per semester. This demonstrates a sustained increase in the rate at which students are demonstrating mastery of the ACCR Standards in English over comparable time periods.
[D.3] **IB Scale Score** **IB Improvement Trends**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Math **The documents provided demonstrate evidence of improved academic performance in Improvement – Math.** The chart shows that the percent of retesting students who improved on their AIMS performance band in Math declined from 27% in fall 2013 to 22% in fall 2014, but then improved to 44% in fall 2015.
[D.4] **IB Scale Score** **IB Improvement Trends**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Improvement – Reading **The documents provided do not demonstrate evidence of improved academic performance in Improvement – Reading.** **The documents provided do not demonstrate improved academic performance because** The chart shows that the percent of retesting students who improved on their AIMS performance band in Reading declined from 59% in fall 2013 to 33% in fall 2014, and continued to decline to 24% in fall 2015. The Charter Holder noted that the increase in scale score required to move from Falls Far Below to Meets in Reading (48 points on a 900 point scale, or 5.3%) was significantly higher than the increase in scale score required to move from Falls Far Below to Meets in Math (17 points on a 700 point scale, or 2.4%) The Charter Holder also provided data showing that the percentage of students who had improved at least 20 scale score points from Spring to Fall AIMS Reading administrations had improved from 29% in FY15 to 44% in FY15. However, while this did provide evidence of an improvement on AIMS proficiency, it did not provide evidence of an increase in Improvement as measured by the academic dashboard.

[D.5] **Subgroup ELL% Passing – Math**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** The data table represents an increase in ELL % passing from FY13 to FY 14 which is evident from the academic dashboard. In FY 15, the ELL subgroup has increased proficiency a bandwidth from FFB to Approaches based on AIMS administration. The increase is indicated at 12% to 27% where all ELL testers in FY15 improved a performance band.
[D.6] **ELL Proficiency on ILLP Performance Indicators** **ILLP Samples**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** The data chart represents ILLP indicators as a predictor for ELL proficiency. The ILLP indicators are assessed each quarter. ILLP indicators were selected for this measure because they have the targets with the skills that the student will use in taking the state assessment. These indicators are measured by the course work during each quarter. This subgroup meets on the AIMS administration for FY15 and increased by 6%. ILLP Samples were provided to provide evidence of the skills that are being measured and their alignment with the ILLP requirements.
[D.7] **SPED % Passing – Math**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** Based on AIMS data, the data charts indicate that in FY14 4% met in Math and for FY15 23% are currently meeting.

[D.8] **SPED % Passing - Reading**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** The data charts indicate that in FY14 39% met in Reading and for FY15 37% are currently meeting. Although this is a slight decrease from FY14, the percentage indicates that it is greater than the state average.
[D.9] **Total Graduates by Fiscal Year** **5th Year Cohort Enrolled at Campus during FY**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved performance in High School Graduation Rate **The documents provided demonstrate evidence of improved performance in High School Graduation Rate.** The data chart indicates that in FY14 60 students graduated (28%) and it is predicted to increase to 63 students for FY15 (31%). The data source is taken from reviewing how many credits a student has left and time left at school. Leaders evaluate the student's pace and utilize the information to make the predictions. This data only includes students that are on track to graduate as well as passed the state assessment. The 5th year cohort graduation rate indicates the following: FY14 = 22%, FY15 = 29% and FY16 = 63%. Overall demonstrates an increase in graduation rate for FY15 and FY16.

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

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