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: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Quarterly R.O.S.E Curriculum Effectiveness Report** **Teacher and Principal Curriculum Feedback Survey Responses** **Student Curriculum Feedback Survey Responses Follow Up** **Criteria Based on MIA** **ROSE Standards Database** **Curriculum Team Meeting Agenda** **Curriculum Development Cycle** **Discussion During Weekly Curriculum Muster** **MIA Goal Attaingment – Data Systems Analysis**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • Review of data-driven identification of curricular needs, issues and enhancements based on quarterly reports, use of surveys and meetings with teachers and principals. • The RMG Curriculum Team using the MIA evaluates curriculum needs. • The RMG Curriculum Team reviews and suggests specific materials to supplement the alignment, uniformity, and PD needs relating to implementation of curriculum, and/or meeting the needs of students. • A system/process that ensures a shareable, transparent, and reportable alignment of Action Steps 1 & 2 with state requirements...based upon a five step cyclical process.
[C.2] **ROSE Standards Database** **ROSE Software Evaluation Checklist** **ROSE Development Team Meeting Notes** **ROSE QuIC Modification** **Curriculum Update Emails** **Earth Science (SC ES1) Origin of Life showing standards** **District In-service Odysseyware** **October In-Service Agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • The MIA serves as a school improvement model that identifies gaps in the curriculum and its delivery. The RMG Curriculum Team continues the MIA accountability evaluation. 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 major stakeholders. • Specifically the MIA follows six actions steps to determine and ameliorate gaps in curriculum.
[C.3] **Rose Academies Curriculum Software Adoption Process** **Strategic Meeting Agenda** **Strategic Tutoring Syllabus**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:**

ROSE Course Proposals **Odysseyware Pro Forma Invoice**	• Our adoption/revision process is a four step action plan: 1. assign personnel,2. team determines curricular needs based upon student data, use R.O.S.E. Software Evaluation Checklist, 3. authorize purchase, and 4. The Course Proposal process. • 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.
[C.4] **Roles & Responsibilities for Curriculum ADRI**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • Roles and Responsibilities Chart for Curriculum Adoption and/or Revision provides each person with her/his role & responsibility for the management of the process.
[C.5] **ROSE Curriculum Software Adoption Checklist for Odysseyware**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • When evaluating curriculum options, we utilize a checklist to compare options, ROSE Curriculum Checklist.
[C.6] **Curriculum Adoption-Development-Revision-Implementation: R & R Chart Evaluation Checklist** **Roles Evaluation Checklist** **Curricular Adoption-Development-Revision-Implementation:** **R&R Chart Evaluation #3** **Roles & Responsibilities for Curriculum ADRI** **Strategic Tutoring Checklist** **Category 2: Instructional Observation Form**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • The predominant curriculum is delivered through Odysseyware. • The Administrative Performance Assessment Tool (APAT) which holds instruction and instructors accountable to the Principal, and the Principal accountable to the Superintendent. • Teachers are assigned specific Roles & Responsibilities for implementing the curriculum in the classroom. • Teachers receive training in their roles and implement their roles and responsibilities. • Principals monitor and adjust the curricular delivery..based on MIA goals and observations using the Strategic Tutoring Checklist and Small Group Observation form.

[C.7] **2014+ Graduating Year Course Sequence** **Curriculum Maps** **Instructional Daily Schedule (Lesson Plan)** **Odysseyware Report** **Friday Planning Form** **ROSE Personal Progress Planner** **KU Strategic Tutoring Checklist**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Depending upon the student, the teacher will use the Course Sequence Guide and Curriculum Maps to design a scope and sequence for the student. • Student transcripts or IEPs identify what level of Odysseyware coursework the student is place in for their studies. See ROSE Pesonal Progess Planner (RP3), an additional student curricular tool that ensures standards are being taught in an individualized manner that is comprehensive. • 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. • Students not meeting the unit test grading criteria are tracked by teacher and then provided the necessary benchmark intervention like KU strategies and Strategic Tutoring curriculum.
[C.8] **Curriculum Map** **ROSE Standards Database** **Course Sequence Guide** **Odysseyware Reports** **ROSE Teacher Evaluation Tool** **Desert ROSE Academy** **RTI - Child Find Team Meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • The principal communicates this expectation to teachers face to face during teacher evaluations using the APAT, PD activities, and principal-teacher meetings.
[C.9] **Strategic Tutoring Checklist** **Course Modification Form** **ROSE Course Proposal Template** **Small Group Observation Form**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • ...observation of instruction, individualization of the curriculum, and student outcomes using the Strategic Tutoring Checklist and Small Group Observation form. • Process for teacher to document modifications to courses and/or create a course curriculum, ..require teachers to document using the ROSE forms that have been adapted from Understand by Design framework. Principals review course modifications and proposals.

[C.10] **ROSE Standards Database** **Course Modification Form** **ROSE Course Proposal Template** **Small Group Observation Form** **Course TEC Form** **Roles & Responsibilities for Curriculum ADRI**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • 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. • The Curriculum Team implements six action steps to ensure standards alignment accountability.
[C.11] **ADE Alternative Students List** **Re-Certification Document** **Strategic Tutoring Roster** **KU Learning Strategy Roster** **ROSE Personal Progress Planner** **List of Students for Targeted Interventions** **RTI-Child Find Meeting Forms**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate evidence of the following:** • 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. • PD provides teachers with the flexibility to incorporate curriculum that will address the specific needs of this subgroups and individual students (see Coursework & materials prescribed to students).
[C.12] **Strategic tutoring Roster** **KU Strategy Roster** **List of Targeted Interventions** **RTI - Child Find Meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • Principal and teachers develop and ILLP. Teachers individualize the curriculum using a principal or Curriculum Team approved course modifications form and/or a course proposal form.
[C.14] **Strategic tutoring Roster** **KU Strategy Roster** **List of Targeted Interventions** **SPED Progress Reports** **Course Modification – Poster Board** **Developing Student Course Modifications for Odysseyware** **ROSE Personal Progress Planner** **Curriculum Customizations/Modifications /Accommodations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • 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.

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

I, Dr. Eugene King, 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