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: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Standard Assessments Reports Generated from Electronic Curriculum – End of Course** **AIMS Student Reports** **Strategic Tutoring Benchmarks** **Email and Meeting Notes with ATI**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • Formative – Odysseyware unit assessments, released sample AIMS assessments, University of Kansas Strategic Tutoring benchmarks. Students must get 70% or better or pass the EOC tests. • Summative – OW end of course tests and University of Kansas Strategic Tutoring benchmarks (pre and post assessments).
[A.2] **Activity/Course Modification Cycle SY13-14 and Agendas – Meeting Notes** **The Rose Academies Curriculum Software Adoption Checklist** **Emails regarding curriculum and assessment revisions** **3-3-14 Curriculum Development timeline**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided demonstrate evidence of the following:** • The Curriculum Team researches, assesses, and evaluates new and/or the adaptation of current assessment systems and in relations to the goals, objectives, activities and support conditions contained in the Model for Instructional Accountability (MIA). • Timeline providing the tasks that are required for development of courses and assessments.
[A.3] **Email from Odysseyware** **RTI Small Group Lesson Plans based on Assessment Data 13-14 14-15** **Rose Personal Progress Planner (RP3)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • Odysseyware email provides information regarding the validity and reliability of the unit tests and EOC tests in the electronic curriculum as it relates to the definition provided by the school. Assessments for curriculum software and RtI curricular strategies are aligned through unit and end-of-course tests. • Instructional staff uses assessment information for prescribed instruction and small group RtI.

Academic Coaching Tracker	• 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. The RP3 progress monitor each student to ensure they graduate.
[A.4] **Course Percentage Complete Report and Detailed Student Grading** **Friday Planning Form 2014-2015** **RTI – Child Find Team Meeting** **Agenda Notes for the PLC Data Meetings 13-14 14-15** **ADE Multi-year Testing Calendar** **ADE AIMS Math Sample Test** **ADE AIMS Reading Practice Test** **ADE AIMS Writing Practice Test**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • 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. • Software provides unit tests and end of course assessment. Each student's progress through the curriculum is monitored by his/her academic coach. Instructional personnel individualize course proposal assessments for each student. • Teachers use KU 8-steps and pre/post testing and monitoring the progress weekly. • Instructional personnel administer AIMS practice tests 4 weeks before the AIMS test. • DRA's assessments include multiple assessments, criterion-based assessments, and course proposals.
[A.5] **DRA PLC RTI Meeting Notes 13-14 14-15** **Strategic Tutoring Reports in MIA**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • 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. • DRA PLCs use the scripted, published KU method for tracking student progress in terms of learning academic strategies as prescribed in Strategic Tutoring.

[A.6] **Odysseyware Reports and Gradebook** **Reports of KU Learning Strategy Mastery Data** **AIMS Pearson Report** **Detailed Student Grading Report** **Quarterly MIA Data Review Meeting Agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided demonstrate evidence of the following:** • Principals and teachers monitor and support student achievement of 70% or better...within the curriculum including University of Kansans Learning Strategies using the following metrics: grades per activity, duration for each activity, and number of attempts to achieve mastery. • We address curriculum alignment gaps in Adopting-Revising Curriculum based on our use of internal benchmark assessment data from our electronic curriculum's reports on student progress.
[A.7] **Student Progress Reports 14-15** **RTI Child Find Team Meeting Notes** **RMG Curriculum Team Notes and Curriculum Revisions Based on Data Analysis** **Weekly Teacher Lesson Plans for Small Group Instructions** **Quarterly MIA Data Review Meeting Agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • Teachers also modify curriculum to match student-learning styles as well as emphasize learning opportunities while maintaining standard coverage. • Curriculum and instruction adjustment intervals occur quarterly through the Curriculum Team • For small group instruction, teachers plan weekly.

[A.8] **Alt School Eligibility Summary** **KU Learning Strategy Citations** **R.O.S.E. Dashboard** **RTI Small Group Lesson Plans** **KU Strategic Tutoring Assessments**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided demonstrate evidence of the following:** • Around 80% of our student population is non-proficient upon enrollment. Our assessment system is adapted to individualize and differentiate instruction to directly address the needs of the non-proficient students. • Additional assessment in KU learning strategy, which highlights the additional skill that the student is not passing. Strategic Tutoring Checklist. • MIA Goal Tracker is a component of the ROSE Dashboard that is monitored by the leadership for students in this subgroup.
[A.9] **Accommodations for ILLP and Flexible Assessment Schedule in ILLPs** **ROSE Quic Modification Template** **KU Strategic Tutoring Assessments** **ILLP Samples**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • The ILLP provides for a flexible assessment schedule for students in this subgroup. • Teachers use University of Kansas Strategic Tutoring to assess and diagnose potential assessment needs as the ELL students demonstrates their ability to access and engage curriculum beyond content knowledge and skills.
[A.10] N/A	**N/A**

[A.11] **Citations and Links to KU Website** **ROSE Idea Organizer** **KU Sentence Writing Strategy** **KeyMath Diagnostic Arithmetic for K-6 grade skills** **ROSE Development Assess Diagnose Prescribe Explain and Apply Assessments ADPEA - Basic Skills** **ADPEA Rubric** **Career and Interest Surveys, Transition Assessments** **Assessment Modifications**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided demonstrate evidence of the following:** • R.O.S.E. uses special education assessment from University of Kansas and has developed ADPEA for math, individualized for each student based upon the IEP goals. • A diagnostic assessment in math is utilized to determine the math skills that are required to be remediated. • Assessments have been created for this subgroup to address specific basic skills required to enter into the grade level math or ELA course. • Transition assessments are utilized to assist the student in determining their career and interest after high school. • A set of modifications and accommodations are utilized for these students in this subgroup.

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 Kim, 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