B.3.1 ESP BACKGROUND INFORMATION: EXHIBIT 1

Rite of Passage (CMO) Historical Background

For the past 28 years, Rite of Passage (ROP) has provided at-risk youth with high school educational services. During this time, Rite of Passage has earned a well-established reputation as an effective educational service provider to at-risk youth in a number of states' juvenile justice and child welfare systems.

ROP currently operates 11 accredited high schools and career and technical education programs in seven states, employs over 1,000 Teachers and staff, and serves nearly 2,000 youth. ROP has licensed programs for barbering/cosmetology in two states, a certified culinary program in five states, and a certified welding program in three states. The effectiveness of these programs is elevated by the accredited high school programs in each residential facility and GED tutoring/testing assistance at its community based programs. ROP also has staff at each location that assist students with procuring employment or enrolling in post-secondary education to continue to improve their skill sets.

As a result of their experience with at-risk youth and ROP's familiarity with operating educational programs, Rite of Passage is uniquely qualified and understands the educational and emotional needs of Southwest Leadership Academy's student population.

Rite of Passage, Inc. (CMO) Experience

Rite of Passage's educational programs are established, structured and all regularly meet (or exceed) the standards of the applicable State Department of Education. Rite of Passage implements evidence-based concepts in its educational programs including cognitive behavioral therapy and social learning theory. Additionally, Rite of Passage educational programs are modeled after best practices that emphasize assessment, professional development, quality assurance and evaluation and program fidelity.

Their campuses are accredited by the local school agency, the State Department of Education, the North Central Association of College and Schools or the Western Association of Schools and Colleges. Through implementation of a year-round schedule, rigorous assessment, targeted teaching, and comprehensive approach to youth development, our middle schools and high schools regularly meet (or exceed) Adequate Yearly Progress (AYP).

This organization's capabilities include operating or managing school-based residential programs as well as multiple educational campuses licensed as a Private School, Private Day School, Charter School, Non-Public School or a Voucher School. In addition, Rite of Passage is currently an Educational Management Organization and operates Alternative Education Campuses for Denver Public Schools and the Recovery School District in Louisiana.

Performance Data for Rite of Passage Schools

Students in Rite of Passage schools have, on average, less than one year's length of education services, therefore, a decision was made to compare of all of our students' performance data based on average RIT score gains (see Table 1) in Reading (R), Language (L) and Math (M).

Table 1: Performance Data RIT Scores for Rite of Passage Schools

Name	Location	Grade Levels	MAP Assessment RIT		
Lookout Academy	LMYSC (Golden, CO)	High School	3.1	4.2	2.9
Ridge View Academy Charter School	Ridge View YSC (Watkins, CO)	High School	2.8	3.2	4.1
Ridge View Academy	Betty K. Marler YSC (Denver, CO)	High School	4.9	5.1	3.2
Rite of Passage Charter High School	Silver State Academy (Yerington, NV)	High School	3.4	2.8	3.3
Canyon State Academy	Canyon State Academy (Queen Creek, AZ)	6th – 12th Grade	6.1	4.3	4.1
Canyon State Academy	Sycamore Canyon Academy (Oracle, AZ)	6th – 12th Grade	5.2	4.2	3.8
Prestige Day School	(Queen Creek, AZ)	K - 12	4.2	3.9	3.9
Silver Oak Academy	Silver Oak Academy (Keymar, MD)	High School	3.9	3.3	3.4

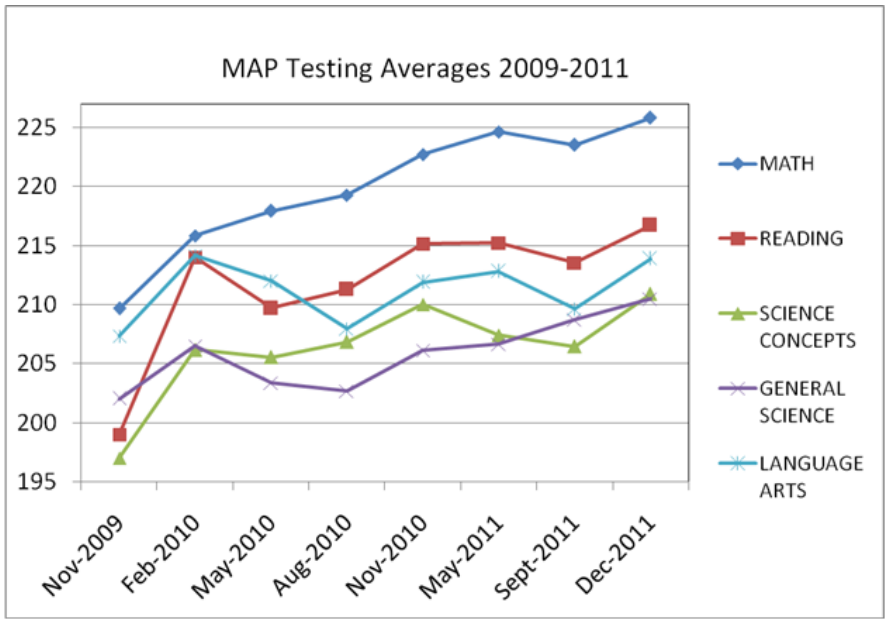
*The scores above reflect the actual RIT gain that was shown from the beginning of the school year until the end of the school year 2010.

Performance Data RIT Scoring

Northwest Evaluation Association (NWEA) assessments use a measurement scale that has proven to be exceptionally stable and valid over time. Their scale is based on the same modern test theory that informs the SAT, Graduate Record Exam, and Law School Admission Test. The benefit of this test theory is that it aligns student achievement levels with item difficulties on the same scale. NWEA placed all of their test items on the RIT scale according to their difficulty. Each increasing RIT is assigned a numeric value, or RIT score, that indicates a higher level of difficulty. As a student takes a MAP test, s/he is presented with items of varying RITs, or levels of difficulty. Once the MAP system determines the difficulty level at which the student is able to perform and the system collects enough data to report a student's abilities, the test ends and the student is assigned an overall RIT score.

Since the MAP test only presents questions that a child can reasonably attempt to answer, the results are an excellent indicator of those skills and concepts that will appropriately challenge him/her. With this information, his/her Teacher can ensure academic growth.

Denver Public Schools has now adopted MAP growth rates as one of the most important factors in determining school progress through new School Performance Framework (SPF). Denver Public School authorized the charter for Rite of Passage's charter Ridge View Academy (RVA).



Denver Public Schools analyzes this data in many different ways.

They look at overall trend lines for each year and multiple years, and use individual growth rates to drive IEP goals and student scheduling and planning. Illustrated in the graph are the MAP growth rates that occurred from 2009-2011.

Students at Ridge View Academy are achieving growth rates far higher than the 2 RIT yearly national average each quarter, and continue to show impressive gains in all areas. These results indicate that students at RVA are receiving a highly engaging and effective educational programming.

The characteristics of the RIT scale provide several benefits to educators:

> **Grade-independent**: Because the tests are adaptive and the test items displayed are based on student performance, not age or grade, a score means the same thing. For example, a third grader who received a score of 210 and a fourth grader who received a score of 210 are learning at the same level. This allows growth to be measured.

Equal-interval: The RIT scale is infinite, but most student scores fall between the values of 140 and 300. Like meters or pounds, the scale is equal-interval, meaning that the distance between 170 and 182 is the same as the distance between 240 and 252. This allows educators to apply simple mathematical equations to the scores to determine information such as the mean and median scores in a class or grade.

Stability: More than twenty years after it was first implemented, scores along the RIT scale mean the same thing. As a result, educators can confidently measure growth over many years. The enclosed report summarizes reliability and validity studies used to support NWEA instruments.

Case Study of CMO's Performance Data: Ridge View Academy

This section includes CSAP status and growth results for Ridge View Academy, a charter school operated and managed by Rite of Passage, and comparable schools. Comparable schools are other Denver Public Schools (DPS) that are, like Ridge View Academy, identified as AECs.

CSAP Scores among Comparable Schools

The percentage of students achieving *proficient* or *advanced* and the percentage of students achieving *partially proficient*, *proficient*, and *advanced* on CSAP for Ridge View Academy and the weighted (by the number of CSAP participants) average for other AECs is shown in the Table 2. Data is provided for spring 2007 through spring 2009. For example, in spring 2009, 35.4 percent of Ridge View Academy ninth graders achieved *proficient* or higher on the CSAP reading test. The weighted average for other AECs was 18.4 percent.

Table 2: CSAP Scores for RVA and Other AECs

CSAP Scores for RVA vs. Weighted Average of Other AECs						
	2007		**2008**		**2009**	
	RVA	**Other AECs**	**RVA**	**Other AECs**	**RVA**	**Other AECs**
	***Proficient* and *Advanced* Percentage**					
Grade 9						
Reading	24.6%	9.1%	34.8%	8.3%	35.4%	18.4%
Writing	15.5%	3.2%	12.3%	3.2%	20.8%	8.7%
Math	5.3%	0.3%	7.8%	0.4%	5.2%	1.2%
Grade 10						
Reading	20.2%	12.5%	24.3%	14.5%	30.2%	22.5%
Writing	5.6%	6.0%	7.1%	3.8%	12.9%	7.9%
Math	0.8%	1.5%	0.0%	0.6%	2.6%	2.2%
Science	8.9%	2.7%	15.7%	3.2%	15.5%	4.6%
	***Partially Proficient, Proficient* and *Advanced* Percentage**					
Grade 9						
Reading	62.0%	33.2%	78.4%	34.2%	77.1%	53.9%
Writing	76.5%	38.7%	81.9%	47.7%	93.8%	62.4%
Math	20.9%	5.2%	29.6%	7.1%	22.9%	8.7%
Grade 10						
Reading	59.7%	32.9%	57.1%	42.5%	74.1%	60.1%
Writing	61.3%	34.7%	58.6%	41.1%	81.9%	59.8%
Math	27.0%	7.9%	17.6%	8.5%	23.3%	15.9%
Science	33.1%	12.9%	31.4%	10.0%	35.3%	18.8%

For spring 2009, Ridge View Academy exceeded the weighted AEC average in all grades and subject areas for both *partially proficient* and above students and *proficient* and above. In many instances, Ridge View Academy far exceeded the average performance of other AECs. In addition, the percentage of students achieving the criterion in 2009 increased from 2008 in 10 of 14 comparisons. When compared against 2007 results, the percentage of students achieving the criterion increased in 12 of 14 instances.

Longitudinal Growth

The Denver Public Schools publically reports median growth percentiles for schools in order to show progress on CSAP over time based on the Colorado Growth Model. Table 3 summarizes the scores for Ridge View Academy and the district-wide medians for all high school students, showing Ridge View Academy's achievements in comparison with the district-wide average.

Table 3: CSAP Two-Year Median Growth Model

	Ridge View Academy	District-wide Median
Reading		
2009	48	50
2010	84	51
Writing		
2009	56	54
2010	85	50
Mathematics		
2009	57	51
2010	65	42

In 2010, Ridge View Academy exceeded the median performance of the District in reading, writing and math. These results demonstrate the effectiveness of the Ridge View Academy academic program. Equally impressive is that RVA exceeded the district-wide median for all high school students by quite a significant lead in 2010.