

****REVISED**

**NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD FOR CHARTER SCHOOLS**

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

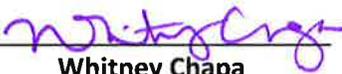
Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Alexis Gonzalez at (602) 364-3080. Requests should be made as early as possible to allow time to arrange the accommodation.

Pursuant to A.R.S. § 38-431.03(A)(4), the Board may vote to go into executive session, which will not be open to the public, for discussion or consultation with the Board's attorneys in order to consider its position and instruct its attorneys regarding the Board's position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation.

DATED AND POSTED this 4th day of August, 2016.

By 
Whitney Chapa

Executive Director

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Monday, August 8, 2016

Regular Session

9:00 AM

1616 W. Adams, Suite 170

Phoenix, Arizona 85007

**The Board's meeting room is located in the State Land Department building.
Access open parking east of the church on the southeast corner of 16th Avenue and Monroe and
in the visitor parking on the northwest corner of 16th Avenue and Monroe.**

**ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND
ACTION ITEMS**

**A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE CHARTER BOARD
(WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC
INSPECTION AT THE CHARTER BOARD'S OFFICE AT 1616 W. ADAMS, SUITE 170, PHOENIX, ARIZONA 85007
AND ONLINE AT <http://asbcs.az.gov>.**

Monday, August 8, 2016

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Call to the Public

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

E. Arizona Charter Schools Association – Presentation on the results of the 2016 Candidate Survey and information about the upcoming Advocacy Tour by Eileen Sigmund, President and CEO

F. Arizona Alternative Education Consortium – Presentation on active advocacy on ESSA proposed regulations and Arizona's achievement profiles by Dr. Amy Schlessman

G. Superintendent's Report – Update on current events and/or activities of the Department of Education.

H. Executive Director's Report – Introduction to the agenda items and discussion and possible action:

1. Status of charters with previous and/or on-going board actions: Founding Fathers Academies, Inc.
2. Update on FY 2018 Budget Request, 5-Year Strategic Plan and Master List submission
3. Update on FY 2017 pilot of the Academic Systems Review

I. Consent Agenda – All items on this agenda will be considered by a single motion with no discussion, unless requested otherwise by a board member.

1. Consideration to approve the request for charter renewal and grant a renewal contract to Veritas Preparatory Academy.
2. Consideration to approve charter holder amendment requests for the following:
 - a. Athlos Traditional Academy - Change in entity name
 - b. Eastpointe High School, Inc. – Program of Instruction
 - c. GAR, LLC. – Program of Instruction
 - d. Legacy Traditional School - Glendale - Procurement Laws & USFRCS Exceptions
 - e. Legacy Traditional School - North Chandler - Procurement Laws & USFRCS Exceptions
 - f. Legacy Traditional School - Peoria - Procurement Laws & USFRCS Exceptions
 - g. Pensar Academy - Procurement Laws & USFRCS Exceptions
 - h. Phoenix Advantage Charter School, Inc. – Instructional Days
 - i. StrengthBuilding Partners – Instructional Days
3. Consideration to approve the voluntary surrender agreements for the following:
 - a. Ahwatukee Foothills Prep, Inc.
 - b. El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 87440)
 - c. El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 91959)
 - d. Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (90326)
 - e. Tempe Preparatory Junior Academy

J. Charter Renewal – Discussion and possible action on the renewal application package for Blueprint Education, Inc.

Monday, August 8, 2016

- K. ***Replication Application** – Discussion and possible action on the replication application package for Arizona Agribusiness & Equine Center, Inc. (85816)
- L. **Proposed Revisions** – Discussion and possible action regarding revisions to the academic eligibility for expansion requests in FY 2017.
- M. **Revisions to Amendment and Notification Requests** – Discussion and possible action on the proposed changes to the following Amendment and Notification Requests:
1. Adding Grade Levels to Charter Amendment Request
 2. Enrollment Cap Notification Request
 3. New School Site Notification Request
- N. **School Improvement Plan Review** – Discussion and possible action on the proposed criteria and process for conducting an administrative completeness review for School Improvement Plans.
- O. **Annual Audit Trends** – Presentation, discussion and possible action including an overview of the Board’s processes for reviewing the annual audit reporting packages and the performance of the Board’s portfolio of charter holders focusing on operational performance identified through the annual audit reporting packages.
- P. **Discussion and possible action regarding Legacy Education Group et al. vs. Arizona State Board for Charter Schools (CV2016-051845)**. Pursuant to A.R.S. § 38-431.03(A)(3) and (A)(4), the Board may vote to go into executive session, which will not be open to the public, for discussion or consultation for legal advice with the Board’s attorneys concerning this item or for discussion or consultation with the Board’s attorneys in order to consider its position and instruct its attorneys regarding the Board’s position in pending or contemplated litigation or in settlement discussions conducted in order to avoid or resolve litigation concerning this item.
- Q. **Summary of Current Events, Future Meeting Dates and Items for Future Agendas** – The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.
- R. **Adjournment**

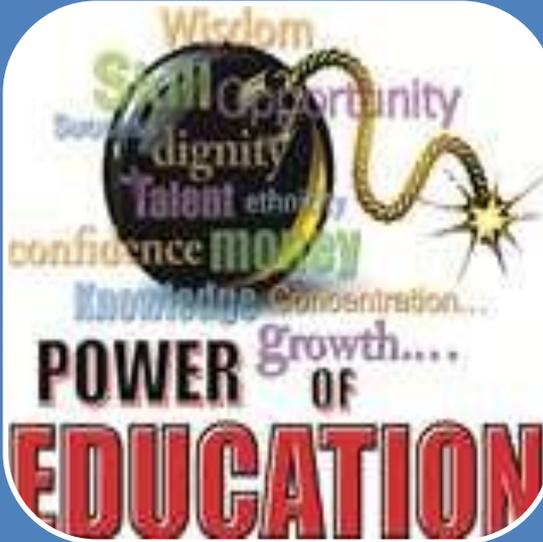
Active Advocacy:



**ESSA Proposed
Regulations
&
Arizona's School
Accountability System**

August 8, 2016





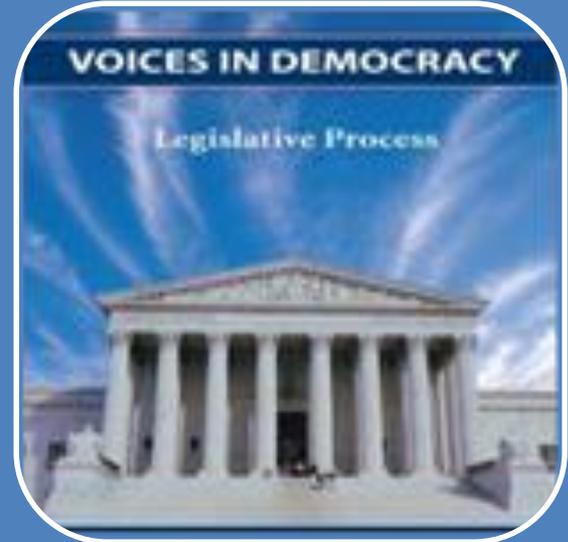
Education

- Research
- Policy Studies
- Data Collection & Analysis
- Bibliographies
- Conferences
- Symposia
- Workshops



Intervention

- Speakers Bureau
- Organizing
- Consulting
- Task Forces
- Convening/Facilitating
- Amiable Confrontation
- Special Position Papers



Direct Action/ Legislation

- Marches
- Rallies
- Drafting Legislation
- Lobbying
- Lawsuits

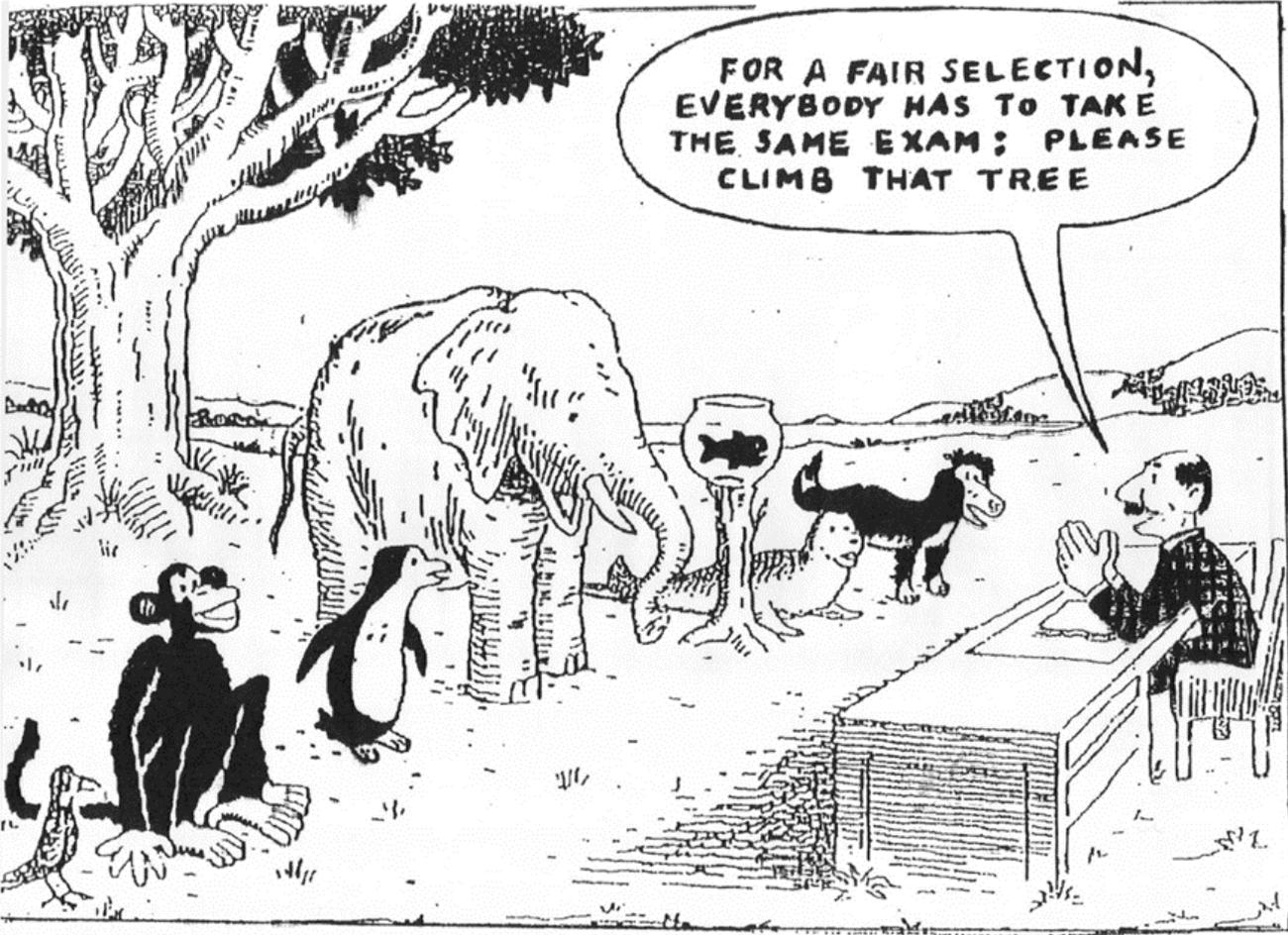
Advocacy Continuum

Comment on ESSA Proposed Regulations

- [Alternative Schools' Unique Niches in One System](#)
- [Arizona Alternative Schools & ESSA Grad Rate in Proposed Regulations](#)
- National Alternative Education Association's letter, developed in collaboration with the National Dropout Prevention Center/Network



AZ Alternative Education Consortium



AZ Alternative Education Consortium

Alternative Schools' Unique Niches in One System

- ❖ **ESSA proposed regulations require “One System.”**
- ❖ **Analogy to an ecosystem – A healthy ecosystem has many different and unique populations.**
- ❖ **ESSA regulations should allow states like AZ to continue to develop an alternative education/school accountability model.**
- ❖ **Continue to incentivize schools that fill education niches by engaging or re-engaging a unique student population, youth at greatest risk of not completing high school.**



Arizona Alternative Schools & ESSA Grad Rate in Proposed Regulations

- ❖ **ESSA regulations fail to establish differentiated graduation rate expectations for schools that serve over-aged and under-credited students.**
- ❖ **An appropriate expectation would include graduation rates of fifth, sixth, seventh, even eighth year students and refer to state policy regarding when a student ages out of public education.**
- ❖ **Ensure that Arizona does not wrongly burden its citizens by creating more dropouts, thus creating additional loss in economic gains**



AZ Alternative Education Consortium

National Alternative Education Association's Comment *in collaboration with National Dropout Prevention Network/Center*

<http://dropoutprevention.org/ndpcn-headlines/every-student-succeeds-act/>

- ❖ Concerned with reliance on the four-year adjusted cohort graduation rate
- ❖ NAEA recommends SEAs & LEAs develop-adopt differentiated accountability for graduation rates at alternative education schools and programs
- ❖ NAEA also recommends SEAs & LEAS redirect & focus funding for high-quality nontraditional education

http://dropoutprevention.org/wp-content/uploads/2016/07/ESSAletterOnNAEAletterhead_2016.7.29_2pages.pdf



**Arizona State Board for Charter Schools
On-going Board Actions as of July 25, 2016**

Withholding					
Charter Holder Name	Date of Board Action	Violation	Notes	Status of Corrective Action Plan	Date issue, if unresolved, will come back before the Board
		•			

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
Founding Fathers Academies, Inc.	12/9/13	<ul style="list-style-type: none"> • Designation as an F school for fiscal year 2013 • Failure to meet or demonstrate sufficient progress toward the Board’s academic expectations as set forth in the performance framework • Failed to provide evidence of a system to adopt, implement, evaluate, and revise curriculum aligned with Arizona College and Career Ready Standards • Failed to provide a systematic process for monitoring and recording the implementation of the standards in instruction • Failed to provide a comprehensive assessment system based upon clearly defined performance measures aligned with the curriculum • Failed to provide a comprehensive professional development plan that was aligned to teacher needs, provides for monitoring and follow-up strategies and 	Notice of Hearing and Notice of Intent to Revoke sent via certified mail to charter holder on December 24, 2013.	<p>On March 26-28 and May 16, 2014, an evidentiary hearing was held at OAH. On July 8, 2014, the ALJ issued her decision recommending that Founding Fathers’ charter be revoked.</p> <p>On July 15, 2014, the Board issued its Order, which adopted the ALJ’s recommended Findings of Fact, with one minor change, adopted the recommended Conclusions of Law, and revoked Founding Fathers’ charter.</p> <p>On August 1, 2014, Founding Fathers appealed the Board’s decision to the Superior Court, requesting that the Court reverse the Board’s decision to revoke Founding Fathers’ charter. Also on August 1, 2014, Founding Fathers filed a Motion for Stay of Agency Decision, which was granted by the Court. On November 14, 2014, Founding Fathers filed a Motion for Leave to Introduce Additional Testimony and Evidence, which was denied by the Court. The parties filed their Briefs; the Court heard oral</p>

Charters Under a Notice of Intent to Revoke

Charter Holder Name	Date of Board Action	Alleged Violation	Date of Revocation Hearing/Orders	Status
		is supported by data and analysis.		<p>argument on July 15, 2015 and took the matter under advisement.</p> <p>On September 16, 2015, the Court entered its judgment affirming the Board's July 15, 2014 Order revoking Founding Fathers' charter. Founding Fathers filed a Motion for Continued Stay of Agency Decision in the Superior Court. On September 30, 2015, the Motion was denied; the Court advised Founding Fathers that if it wishes to stay the Board's ruling, it will have to ask the Arizona Court of Appeals to enter a stay.</p> <p>On October 7, 2015, Founding Fathers filed a Notice of Appeal and Motion for a Stay of the Board's decision. On October 26, 2015, the Board filed its Response in Opposition to the Motion. On November 13, 2015, the Court of Appeals granted Founding Fathers' motion and stayed the July 15, 2014 order of the Board.</p> <p>As of May 9, 2016, the matter has been fully briefed by the parties and is at issue. The Court is currently considering the Board's request to accelerate disposition of the matter. Founding Fathers has filed a request for oral argument.</p> <p>On June 6, 2016, the Court denied the Board's motion to accelerate, but directed that the appeal be scheduled for consideration on the first available date on the court's regular calendar. The Court also deferred a ruling on the Board's motion to strike to the panel that considers the appeal on the merits. The matter will be set for oral argument.</p>

Status of Board Requested Reports/Site Visits

Charter Holder Name	Date of Board Action	Board Request of School/Staff	Status of compliance with request

Other Matters

Charter Holder Name	Date of Board Action	Status

Failing Schools

Charter Holder Name	Date of Board Action	Terms	Status

Civil Penalties

Charter Holder Name	Date of Board Action	Violation	Amount of Civil Penalty	Date Appeal Timeframe Expires	Status

State Board for Charter Schools

	FY 2015 ACTUAL	FY 2016 ESTIMATE	FY 2017 APPROVED
OPERATING BUDGET			
<i>Full Time Equivalent Positions</i>	11.0	14.0	14.0
Personal Services	479,300	681,200	681,200
Employee Related Expenditures	192,000	272,500	263,400
Professional and Outside Services	30,600	18,000	18,000
Travel - In State	2,300	3,100	3,100
Travel - Out of State	3,300	6,000	6,000
Other Operating Expenditures	175,100	208,600	208,800
Equipment	13,800	11,500	4,700
AGENCY TOTAL	896,400	1,200,900	1,185,200^{1/}
FUND SOURCES			
General Fund	896,400	1,200,900	1,185,200
SUBTOTAL - Appropriated Funds	896,400	1,200,900	1,185,200
Other Non-Appropriated Funds	99,400	48,500	48,500
TOTAL - ALL SOURCES	995,800	1,249,400	1,233,700

AGENCY DESCRIPTION — The board reviews and approves charter school applications, including renewal applications, and monitors the schools that it sponsors for compliance with provisions of their individual charters. It consists of the Superintendent of Public Instruction, 6 members of the general public, 2 members of the business community, a charter school teacher, a charter school operator, and 3 members of the Legislature who serve as advisory members. Currently the board oversees 428 charter schools.

Operating Budget

The budget includes \$1,185,200 and 14 FTE Positions from the General Fund in FY 2017 for the operating budget. These amounts fund the following adjustments:

Remove One-Time Funding

The budget includes a decrease of \$(6,800) from the General Fund in FY 2017 for the elimination of one-time equipment.

Statewide Adjustments

The budget includes a decrease of \$(8,900) from the General Fund in FY 2017 for statewide adjustments. (Please see the Agency Detail and Allocations section.)

^{1/} General Appropriation Act funds are appropriated as a Lump Sum by Agency.

Agency Summary

STATE BOARD FOR CHARTER SCHOOLS

Whitney Chapa, Executive Director
Phone: (602) 364-3080
A.R.S. §§ 15-181 to 15-189

Mission:

To improve public education in Arizona by sponsoring charter schools that provide quality educational choices.

Description:

The Arizona State Board of Charter Schools sponsors and regulates charter schools. The Board oversees the academic and operational compliance of charter holders and reviews the fiscal viability of the schools. The Board also continuously reviews applications for new and replication charter schools as well as renewal applications for existing schools.

Funding:

	<u>FY 2015 Actual</u>	<u>FY 2016 Estimate</u>	<u>FY 2017 Estimate</u>
General Funds	896.4	1,200.9	1,200.9
Other Appropriated Funds	0.0	0.0	0.0
Other Non Appropriated Funds	99.4	48.5	48.5
Total Funding	995.8	1,249.4	1,249.4
FTE Positions	9.0	13.0	13.0

5 Year Plan

Issue 1 The Arizona State Board for Charter Schools (“Board”) does not have adequate resources to ensure all schools in its portfolio are providing a learning environment that improves pupil achievement.

Description Over the last 10 years, the number of students enrolled in charter schools has almost doubled. The Board has approved contracts for both new applicants entering the charter sector for the first time and existing quality charter holders for the expansion of their programs.

When evaluated using the Board's Academic Performance Framework, almost half of the Board's portfolio has demonstrated their programs produce sustainable quality results. The trade of autonomy for accountability has proven effective for these schools. The Board has academic oversight and expansion processes that require minimal work for both the charter holder and the Board, when the charter holder is performing academically.

However, 38% of the Board’s portfolio with three years of academic data demonstrates, from year to year, students are not consistently provided a learning environment that produces improved performance. The Board has developed an Intervention Schedule along with monitoring and oversight processes that support improved academic performance when the school has the capacity and makes the effort. Or conversely, when the capacity and effort is lacking, these same processes enable the Board to build a strong case for school closure and revocation of the charter.

Solutions:

The Board has implemented its processes to the extent possible with existing capacity. Resources for additional FTE and related operating expenses were appropriated for FY 2016 and the Board is in the process of filling new positions. The Board has also revised its organizational structure to maximize staff time and expertise. The new organizational structure and additional FTE will assist the Board in timely implementation of its Intervention Schedule and provide appropriate levels of oversight of schools that are not improving their academic performance.

Issue 2 Provide the public with electronic access to charter school information.

Description Parents, pupils and the general public should have access to information about charter schools when making choices about educational options. The Board currently has all historical information available in its office for public review. Recent new application submissions, amendments to existing charters, changes in corporate structures and members of governing bodies and the like are accessible through ASBCS Online, the Board’s searchable database. Other documents, including complaints and past performance reviews, are only available in hardcopy.

In its recent performance audit and sunset report, the Auditor General’s Office recommended the Board make the information it collects on charter schools available on its website. As the Board has moved to an electronic submission system, contracts, including the approved application and other legal documents collected and generated moving forward will be made publicly available through ASBCS Online. Historical paper hardcopies of documents prior to the electronic conversion and since 1995 are only accessible at the Board’s office.

Solutions:

Resources to further develop ASBCS Online to provide charter school information electronically to the public.

Resource Assumptions

	FY2018 Estimate	FY2019 Estimate	FY2020 Estimate
Full-Time Equivalent Positions	13.0	13.0	13.0
General Fund	1,200,900.0	1,200,900.0	1,200,900.0
Other Appropriated Funds	0.0	0.0	0.0
Non-Appropriated Funds	48.5	48.5	48.5
Federal Funds	0.0	0.0	0.0

- ◆ **Goal 1** To increase the quality of the Board's portfolio of charter schools by monitoring academic performance and fiscal and contractual compliance to ensure the continuation of schools that meet contractual obligations.

Performance Measures	FY 2014 Actual	FY 2015 Estimate	FY 2015 Actual	FY 2016 Estimate	FY 2017 Estimate
Number of Board sponsored charters with one or more sites in operation	406	423	423	443	450
Number of Board sponsored charter school sites in operation	526	546	546	557	575
Number of annual on-site monitoring visits	140	82	42	60	33
Explanation: Reflects academic monitoring only.					
Number of on-site general monitoring visits.	28	35	31	52	37
Explanation: New measure in FY14 - separating academic from compliance monitoring visits					
Number of contract amendments processed annually not related to expansion.	938	960	778	975	975
Explanation: Modified measure in FY14 to separate expansion from non-expansion requests processed.					
Number of contract amendments processed annually for expansion.	62	75	108	75	100
Explanation: New measure in FY14 Actuals. Numbers were previously included in an overall number of amendments processed.					
Number of charter holder annual audits reviewed.	385	394	394	405	410
Number of corrective action plans mandated based on fiscal or contractual noncompliance.	47	80	39	45	50
Explanation: Any non-compliance matter requiring further action by charter holder and the Board.					
Number of corrective action matters prepared for Board consideration.	38	35	20	20	20
Number of disciplinary actions that resulted in withholding of funds.	14	20	5	10	15
Number of Notices of Intent to Revoke Charter issued.	6	10	4	5	5
Explanation: Revocation proceedings cross fiscal years, but are only reported once.					
Number of charter contracts voluntarily surrendered.	6	6	3	8	8
Number of charter contracts surrendered under duress.	1	2	3	2	2
Number of F rated schools evaluated.	3	12	6	0	0
Number of Consent/Settlement Agreements entered.	2	3	2	4	5
Number of charter contracts revoked.	2	5	1	5	3
Number of charter school sites closed.	13	15	27	15	25
Explanation: Includes surrendered and revoked charters, non-renewals, and other school closures.					
Number of student record requests processed.	222	254	210	270	300
Number of five-year interval reviews completed.	24	15	14	81	66
Number of academic improvement plans reviewed.	17	63	52	52	52

Performance Measures	FY 2014 Actual	FY 2015 Estimate	FY 2015 Actual	FY 2016 Estimate	FY 2017 Estimate
Number of academic improvement reports reviewed.	60	101	72	72	86
Number of annual complaints regarding sponsored schools	103	110	89	80	80

Explanation: Complaints are reviewed for contractual compliance and processed accordingly.

◆ **Goal 2** To approve quality applications and grant charters to qualified applicants.

Performance Measures	FY 2014 Actual	FY 2015 Estimate	FY 2015 Actual	FY 2016 Estimate	FY 2017 Estimate
Number of new application packages reviewed by staff for administrative completeness.	27	24	24	15	12
Number of new application packages considered by the Board.	13	13	13	7	7
Number of new application packages approved by the Board.	12	10	13	7	7
Number of eligibility forms to replicate received.	14	20	3	10	10
Number of replication application packages processed.	11	14	13	8	7
Number of replication application packages approved by the Board.	11	14	13	8	7
Number of renewal applications prepared.	36	33	29	51	17

Explanation: Determination of application criteria based upon previous performance.

Number of renewal applications processed that do not meet the Performance Framework Expectations.	19	18	16	25	9
Number of renewal application packages approved by the Board without conditions.	23	20	20	25	8
Number of renewal application packages approved by the Board with conditions.	7	10	7	0	0
Number of hearings for denied renewal applicants that file an appeal.	1	4	1	2	1

Renewal Executive Summary

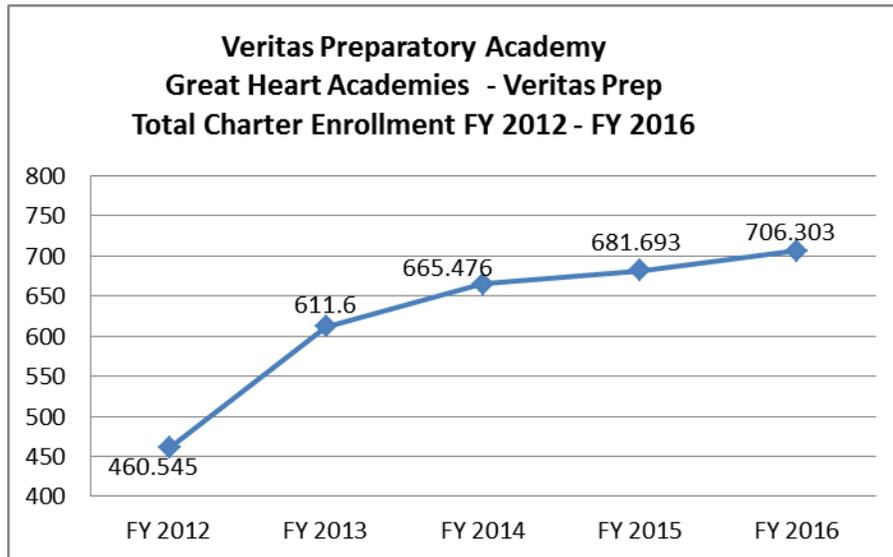
I. Performance Summary

Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” academic and financial performance, the Charter Holder was waived from submission requirements for the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	☒	☐
Financial Framework	☒	☐
Operational Framework	☒	☐

II. Profile

Veritas Preparatory Academy operates one school, Great Hearts Academies - Veritas Prep, serving grades 6-12 in Phoenix. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2016.



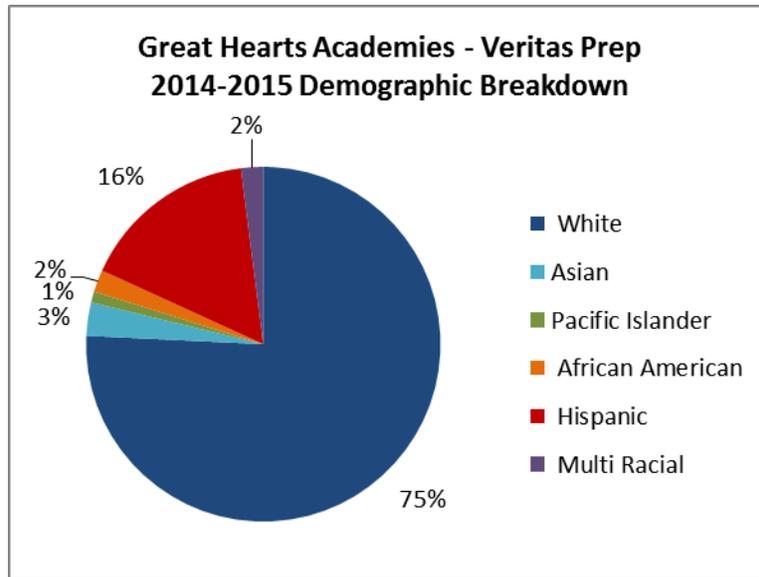
¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



The academic performance of Great Hearts Academies - Veritas Prep is represented in the table below. The Academic Dashboard for the school can be seen in the Appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Great Hearts Academies - Veritas Prep	08/18/2003	6 – 12	86.25/A	71.88/A	78.75/A

The demographic data for Great Hearts Academies - Veritas Prep from the 2014-2015 school year is represented in the chart below.²



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.³

Category	Great Hearts Academies - Veritas Prep
Free and Reduced Lunch (FRL)	*
English Language Learners (ELLs)	*
Special Education	5%

Veritas Preparatory Academy has not been brought before the Board for any items or actions in the past 12 months.

² Information provided by the Research and Evaluation Division of the ADE.

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported or is 0% or 100%, the percentage for that demographic group was redacted.



III. Success of the Academic Program

The academic performance of the school operated by the Charter Holder meets the Board's Academic Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Demonstration of Sufficient Progress.

IV. Viability of the Organization

The Charter Holder meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

V. Adherence to the Terms of the Charter

The Charter Holder currently meets the Board's Operational Performance Expectation set forth in the Performance Framework adopted by the Board (appendix: X. Renewal Summary Review).

VI. Staff Recommendation

Based upon the Charter Holder meeting the Academic Performance Expectations set forth in the Board's Performance Framework, completing the obligations of the contract, complying with applicable statutory requirements, and the information in the renewal application package, I move to approve the request for charter renewal and grant a renewal contract to Great Hearts Academies - Veritas Prep.



APPENDIX A
RENEWAL SUMMARY REVIEW



Arizona State
Board for
Charter Schools



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Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date: 07/29/2016 **Report Type:** Renewal

Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Veritas Preparatory Academy		
Charter CTDS:	07-89-84-000	Charter Entity ID:	80992
Charter Status:	Open	Contract Effective Date:	01/24/2003
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Great Hearts Academies - Veritas Prep: 173
Charter Grade Configuration:	6-12	Contract Expiration Date:	01/23/2018
FY Charter Opened:	2004	Charter Signed:	01/23/2003
Charter Granted:	12/09/2002	Charter Enrollment Cap:	750
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	3102 N. 56th Street Suite 300 Phoenix, AZ 85018	Website:	http://greatheartsaz.org/
Phone:	602-438-7045	Fax:	602-438-7242
Mission Statement:	<p>The mission of Veritas Preparatory Academy (VPA) is to enable students in grades seven through twelve to acquire critical reasoning and communication skills and to explore the cultural and scientific achievements that are at the heart of the liberal arts. The Academy will promote a community of learners emphasizing personal integrity, creative imagination, community service, the pursuit of excellence, and a lifelong quest for learning. This will be accomplished by means of dedicated teachers who have an infectious love for learning and who see their work as a vocation to be a role model of both virtue and scholarly endeavor; in small classes (20 students); by an emphasis on learning rather than on grades; through frequent and detailed feedback; by serious homework assignments; and by high standards of conduct. Through the curriculum is rigorous and expectations of students high, we are not an exclusive school for the best and brightest. Our mission is to provide an environment that allows every student who curious and diligent the opportunity to achieve academically.</p>		

Charter Representatives:

Name:

1.) Erik Twist

Email:

etwist@greatheart saz.org

FCC Expiration Date:

-

Academic Performance - Great Hearts Academies - Veritas Prep

[Hide Section](#)

School Name:	Great Hearts Academies - Veritas Prep	School CTDS:	07-89-84-001
School Entity ID:	80994	Charter Entity ID:	80992
School Status:	Open	School Open Date:	08/18/2003
Physical Address:	3102 N 56th Street Phoenix, AZ 85018	Website:	http://www.veritasprepacademy.org/
Phone:	602-263-1128	Fax:	602-263-7997
Grade Levels Served:	6-12	FY 2014 100 th Day ADM:	665.476

Academic Performance Per Fiscal Year

[Hide Section](#)

Great Hearts Academies - Veritas Prep

		2012 Traditional K-12 School (6 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	60.5	75	10	45	50	10	41	50	10
	Reading	54	75	10	48	50	10	47	50	10
1b. SGP Bottom 25%	Math	65	75	10	45.5	50	10	52	75	10
	Reading	48	50	10	42	50	10	52	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	90 / 60.7	100	7.5	85.1 / 62.5	75	7.5	82.1 / 62.4	75	7.5
	Reading	98 / 79.4	100	7.5	96.1 / 80.2	100	7.5	96.4 / 80.9	100	7.5
2b. Composite School Comparison	Math	22.8	100	5	9.9	75	5	5.7	75	5
	Reading	13.8	75	5	6.6	75	5	5.7	75	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	56 / 17.1	100	7.5	43.5 / 17.5	75	7.5	56 / 17.1	100	7.5
	Reading	88 / 36.6	100	7.5	69.6 / 35.9	75	7.5	88 / 36.8	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	A	100	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		92	100	15	92	100	15	98	100	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard										

<89, but > or = to 63: Meets Standard	86.25	100	71.88	100	78.75	100
<63, but > or = to 39: Does Not Meet Standard						
Less than 39: Falls Far Below Standard						

Academic Performance - Great Hearts Academies - Veritas Prep (MC) (Member Campus)

[Hide Section](#)

School Name:	Great Hearts Academies - Veritas Prep (MC)	School CTDS:	07-89-84-001
School Entity ID:	80994	Charter Entity ID:	80992
School Status:	Open	School Open Date:	08/18/2003
Physical Address:	1973 E. Maryland Phoenix, AZ 85016	Website:	http://www.veritasprepacademy.org/
Phone:	602-438-7045	Fax:	602-263-7997
Grade Levels Served:	6-12		

Financial Performance

[Hide Section](#)

Charter Corporate Name:	Veritas Preparatory Academy		
Charter CTDS:	07-89-84-000	Charter Entity ID:	80992
Charter Status:	Open	Contract Effective Date:	01/24/2003

Financial Performance

[Hide Section](#)

Veritas Preparatory Academy

Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	51.38	Meets	59.17	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$335,310	Meets	\$373,666	Meets
Fixed Charge Coverage Ratio	1.50	Meets	1.56	Meets
Cash Flow (3-Year Cumulative)	\$542,526	Meets	\$563,482	Meets

Cash Flow Detail by Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
\$295,935	\$134,090	\$112,501	\$133,457	\$295,935	\$134,090

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name:

Veritas Preparatory Academy

Charter CTDS: 07-89-84-000

Charter Entity ID: 80992

Charter Status: Open

Contract Effective Date: 01/24/2003

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	--
Audit Opinion	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--

Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-07-01 10:10:52

APPENDIX B
ACADEMIC DASHBOARD

Great Hearts Academies - Veritas Prep CTDS: 07-89-84-001 | Entity ID: 80994

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Great Hearts Academies - Veritas Prep

		2012 Traditional K-12 School (6 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
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	Reading	54	75	10	48	50	10	47	50	10
1b. SGP Bottom 25%	Math	65	75	10	45.5	50	10	52	75	10
	Reading	48	50	10	42	50	10	52	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	90 / 60.7	100	7.5	85.1 / 62.5	75	7.5	82.1 / 62.4	75	7.5
	Reading	98 / 79.4	100	7.5	96.1 / 80.2	100	7.5	96.4 / 80.9	100	7.5
2b. Composite School Comparison	Math	22.8	100	5	9.9	75	5	5.7	75	5
	Reading	13.8	75	5	6.6	75	5	5.7	75	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	56 / 17.1	100	7.5	43.5 / 17.5	75	7.5	56 / 17.1	100	7.5
	Reading	88 / 36.6	100	7.5	69.6 / 35.9	75	7.5	88 / 36.8	75	7.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	A	100	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		92	100	15	92	100	15	98	100	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating										

89 or higher: Exceeds Standard
<89, but > or = to 63: Meets Standard
<63, but > or = to 39: Does Not Meet Standard
Less than 39: Falls Far Below Standard

86.25

100

71.88

100

78.75

100

APPENDIX C
RENEWAL APPLICATION



Arizona State
Board for
Charter Schools



[Dashboard](#) [Alerts](#) [Bulletin Board](#) [Charter Holders](#) [DMS](#) [Email](#) [Tasks](#) [Search](#) [Reports](#) [Help](#) [Other](#)

Renewal Application

Downloads

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Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Academic Performance

Academic Performance

This section of the renewal application addresses the success of the academic program, including academic achievement. The charter holder is required to submit Required Information based upon a review of the academic achievement for students at the grades the charter's school(s) serve.

Required Information:

The school or schools operated by the Charter Holder meet the Board's academic expectations as set forth in the Academic Performance Framework. Therefore, the Charter Holder is waived from the requirements of the Academic Performance Section. Please proceed to the Detailed Business Plan Section

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Signature

Charter Representative Signature

Erik Twist 07/22/2016

Charter Holder Status Amendment Request

Charterholder Info

Charter Holder

Name:
Athlos Traditional Academy

CTDS:
11-87-11-000

Mailing Address:
3201 S. Gilbert Road
Bldg. A
Chandler, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

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Status Type

Type of status change

Change in entity name of the Charter Holder

New Officers, Directors, Members, or Partners

Remove Governing Body Members

Description of Changes

Change From:
Athlos Traditional Academy

Change To:
Legacy Traditional School- Chandler

Attachments

Board Minutes –  [Download File](#)

Copy of amendment to Articles of Incorporation filed with the Arizona Corporation Commission –  [Download File](#)

Provide information regarding any payment, benefit or consideration received or to be received by any party in the transition –  [Download File](#)

Additional Supporting Materials –  [Download File](#)

Additional Information*
No documents were uploaded.

Signature

Charter Representative Signature
William Gregory 06/01/2016



Legacy Traditional School – Chandler Board Meeting Minutes

Date: May 26, 2016

Start Time: 5:00pm

Location: Dial-in Number [\(712\) 770-4010](tel:7127704010) (Access Code: 665661)

Attendees via phone:

President: Nathan Schlink

Vice President: Derek Samuel

Secretary: William Gregory

Member: Jenni Ferrin

Other Attendees via phone:

CFO: Corey Kennedy

Exec Assist: Linda Maschino

AGENDA

- I. PLEDGE OF ALLEGIANCE
- II. CALL TO ORDER: Meeting called to order at 5:02pm
- III. ROLL CALL: Nathan Schlink called roll and confirmed quorum; Cory Theobald was absent
- IV. NEW BUSINESS
 - a. Charter Holder name from Athlos Traditional Academy to Legacy Traditional School – Chandler
 - i. Requesting board approval to change the Charter Holder name from Athlos Traditional Academy to Legacy Traditional School – Chandler
 1. Bill Gregory motioned to approve the change the Charter Holder name from Athlos Traditional Academy to Legacy Traditional School – Chandler; Derek Samuels seconded
 2. Motion passed 4/0
- V. ADJOURNMENT: Nathan Schlink adjourned the meeting at 5:12pm

**ARIZONA CORPORATION COMMISSION
CORPORATIONS DIVISION COVER SHEET**

USE A SEPARATE COVER SHEET FOR EACH DOCUMENT

ARE YOU FILING: New Entity Change to existing entity Re-submission/Correction

PLEASE COMPLETE ALL APPROPRIATE SECTIONS
Type in Corp/LLC Name: Legacy Traditional School - Chandler

FILING TYPE	REGULAR SERVICE FEE	EXPEDITED SERVICE FEE
<input type="checkbox"/> Articles of Domestication		
<input type="checkbox"/> Articles of Incorporation (Profit)	\$ 100.00	\$ 135.00
<input type="checkbox"/> Articles of Incorporation (Non Profit)	\$ 60.00	\$ 95.00
<input type="checkbox"/> Articles of Organization (Limited Liability Company)	\$ 40.00	\$ 75.00
<input type="checkbox"/> Application For Authority (Business)	\$ 50.00	\$ 85.00
<input type="checkbox"/> Application to Conduct Affairs (Non Profit)	\$ 175.00	\$ 210.00
<input type="checkbox"/> Application for New Authority	\$ 175.00	\$ 210.00
<input type="checkbox"/> Application for Registration	\$ 175.00	\$ 210.00
<input type="checkbox"/> Articles of Amendment	\$ 150.00	\$ 185.00
<input checked="" type="checkbox"/> Articles of Amendment & Restatement	\$ 26.00	\$ 60.00
<input type="checkbox"/> Articles of Correction	\$ 26.00	<input checked="" type="checkbox"/> \$ 60.00
<input type="checkbox"/> Articles of Merger/Share Exchange	\$ 26.00	\$ 60.00
<input type="checkbox"/> Articles of Merger (Limited Liability Company)	\$ 100.00	\$ 135.00
<input type="checkbox"/> Affidavit of Publication	\$ 50.00	\$ 85.00
<input type="checkbox"/> CORPORATIONS - Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	\$ 0.00	\$ 35.00
<input type="checkbox"/> LLCs - Certified Copies* <small>*If copies are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$5.00 Each () (Enter Quantity)	<input type="checkbox"/> \$40.00 () (Enter Quantity)
<input type="checkbox"/> Good Standing Certificate* <small>*If Good Standing Certificates are for different entities the Expedite fee applies to each entity</small>	<input type="checkbox"/> \$10.00 Each () (Enter Quantity)	<input type="checkbox"/> \$45.00 () (Enter Quantity)
<input type="checkbox"/> Other: _____	<input type="checkbox"/> \$10.00 Each () (Enter Quantity)	<input type="checkbox"/> \$45.00 () (Enter Quantity)
	<input type="checkbox"/> Regular Fee	<input type="checkbox"/> Expedite Fee

SELECT PAYMENT TYPE:

DO NOT WRITE YOUR CREDIT CARD NUMBER ON THIS FORM!

Check Check # _____ Check Amount \$ 60.00
 M.O.D. Account MOD Acct # _____ Mod Amount \$ _____
 Cash - for in-person filings only (Do not send cash in the mail.) Cash Amount \$ _____
 Credit Card -- for in-person filings only CC Amount \$ _____
 No fee required

REQUIRED - SELECT ONE RETURN DELIVERY OPTION: Mail Pick Up Fax # () _____

PLEASE PRINT E-MAIL ADDRESS CLEARLY:
 E-mail: larry.larsen@legacytraditional.org

For Mail or Pick Up - Please list the person or company who will be picking up the completed documents.
DOCUMENTS WILL BE MAILED IF THEY ARE NOT PICKED UP IN A TIMELY MANNER (APPROXIMATELY ONE WEEK).

Person or Company Name: CFE Management Group, LLC Phone Number: 480-270-5438

Address: 3201 S. Gilbert Rd. Bldg A

City: Chandler State: AZ Zip: 85286

MAR 15 2016

PICK-UP BY: _____ FOR ARIZONA CORPORATION COMMISSION USE ONLY
DATE: _____

ARIZONA CORP. COMMISSION
CORPORATIONS DIVISION

View current process times at: www.azcc.gov/Divisions/Corporations

COMMISSIONERS
DOUG LITTLE – Chairman
BOB STUMP
BOB BURNS
TOM FORESE
ANDY TOBIN



JODI JERICH
Executive Director

PATRICIA L. BARFIELD
Director
Corporations Division

ARIZONA CORPORATION COMMISSION

March 18, 2016

CFE MANAGEMENT GROUP, LLC
3201 S GILBERT RD
BLDG A
CHANDLER, AZ 85286

RE: LEGACY TRADITIONAL SCHOOL-CHANDLER
File Number: 16674364

We are pleased to notify you that the Amendment to Articles of Incorporation for the above-referenced corporation HAS BEEN APPROVED.

You must publish a copy of the Amendment. The publication must be in a newspaper of general circulation in the county of the known place of business in Arizona for three consecutive publications. A list of newspapers is available on the Commission website, <http://www.azcc.gov/Divisions/Corporations/Newspaper-list-for-publishing.pdf>.

Publication must be completed WITHIN 60 DAYS after March 18, 2016, which is the date the document was approved for filing by the Commission. The corporation may be subject to administrative dissolution if it fails to publish. You will receive an Affidavit of Publication from the newspaper, and you may file it with the Commission.

TO SUBSCRIBE TO THE ANNUAL REPORT EMAIL REMINDER SERVICE, GO ONLINE TO <http://ecorp.azcc.gov>. USE THE SERVICE FEATURE AND SELECT "SUBSCRIBE TO EMAIL REMINDER TO FILE ANNUAL REPORT." YOU CAN ALSO SUBSCRIBE USING THE SEARCH FEATURE TO FIND YOUR CORPORATION'S RECORD, THEN CLICK ON THE BUTTON FOR "ANNUAL REPORT EMAIL REMINDERS." IF YOU CHOOSE NOT TO SUBSCRIBE, YOU WILL NOT RECEIVE ANY REMINDER AT ALL FROM THE COMMISSION.

We strongly recommend that you periodically monitor your corporation's record with the Commission, which can be viewed at <http://ecorp.azcc.gov>. If you have questions or need further information, please contact us at (602) 542-3026 in Phoenix, or Toll Free (Arizona residents only) at 1-800-345-5819.

CF:11
REV. 01/2009

AZ CORPORATION COMMISSION

FILED

ARTICLES OF AMENDMENT

MAR 15 2016

TO THE

FILE NO. 16674367 ARTICLES OF INCORPORATION

OF

LEGACY TRADITIONAL SCHOOL – CHANDLER (“CORPORATION”)

1. The name of the Corporation is LEGACY TRADITIONAL SCHOOL – CHANDLER (“CORPORATION”).
2. The Articles of Incorporation of the Corporation are amended to cause Article 1 to read as follows:

Name

The name of the corporation is LEGACY TRADITIONAL SCHOOL–CHANDLER.

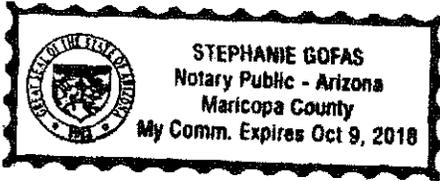
3. The date of the adoption of this amendment was December 4, 2015.
4. The Corporation has no members nor are there other persons entitled to vote on this amendment other than the Board of Directors of the Corporation.
5. The amendment set forth above was duly adopted by act of the Board of Directors of the Corporation.

IN WITNESS WHEREOF, the undersigned has executed this instrument for and on behalf of the Corporation this 4th day of December, 2015.

LEGACY TRADITIONAL SCHOOL -
CHANDLER ("CORPORATION")



By: Nathan Schlink
Its: President



Stephanie Gofas
12/4/2015



Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
Eastpointe High School, Inc.

CTDS:
10-87-81-000

Mailing Address:
8495 E. Broadway
Tucson, AZ 85710
[View detailed
> info](#)

Representative

Name:
Todd Brown

Phone Number:
520-731-8180

Fax Number:
520-731-2160

Downloads

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Description of changes

Change From:

When previously approved, the curriculum and instruction at Eastpointe stated that 'it will be aligned to Arizona standards and will bring together teacher-directed classroom instruction, technological resources, printed instructional resources (textbooks, etc.), internships/partnerships and assessment activities to provide each student with the knowledge and capabilities needed to succeed in the avocation of their choice. Eastpointe will focus on vocational learning through apprenticeships and internships.'

Change To:

Eastpointe High School will continue to provide face-to-face, as well as a Dropout Recovery Program, through Graduation Solutions, LLC or a similar provider. The Dropout Recovery Program is designed specifically to re-engage students who, for a variety of hardship related reasons, cannot attend the brick & mortar alternative school program. Arizona's high school dropout rate is among the highest in the nation and improving student outcomes and graduation rates, positively serves the student, their families, their local community and Arizona. Eastpointe High School provides high quality alternative instruction through a combination of face-to-face and online curriculums. All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC. All students receive instruction from Arizona certified and/or highly qualified teachers, rigorous staff mentoring, tutoring and consistent supervision. Eastpointe's Mission is to develop Individualized Learning Plans based on the strengths and needs of each student.

Attachments

Board Minutes —  [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. —  [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Todd Brown 06/15/2016

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF DIRECTORS OF
EASTPOINTE HIGH SCHOOL INC.**

April 26th, 2016

A regular meeting of the Board of Directors of Eastpointe High School Inc. of Arizona was held, pursuant to notice duly given on April 25th, 2016. The meeting was held at 8495 East Broadway, Tucson Arizona 85710.

The meeting began at 5:00 pm.

Present at the meeting were: Lani Simmons, President, Treasurer and Principal, Theresa Brown, Vice-President and Secretary, Karen Laechelin, Board Member, Dr. Jim Schelble, Advisory Board Member and Todd Brown, Administrative Director

Mrs. Karen Laechelin, Board Member, attended via telephone.

The February 4th, 2016 Board Meeting Minutes were reviewed, and Mrs. Brown moved to approve and Mrs. Laechelin seconded the motion.

Mr. Brown updated the Board on the status of the State ADM Audit. Mr. Brown and Ms. Simmons have been working with the school's attorney to finalize a settlement agreement with the State. The agreement would allow the school to repay a reduced amount owed over a two year period, starting next fiscal year. Eastpointe will continue to work with Graduation Solutions to ensure their commitment to the repayment agreement. Ms. Simmons and Mr. Brown also met with Ms. Yovhane Metcalfe, Chief Accountability Officer for ADE and Ms. Leila Williams, Associate Superintendent of High Quality Assessments and Adult Education. At their request, the ADE officials visited Eastpointe to gain a better understanding of our Dropout Recovery Program and our relationship with Graduation Solutions. The meeting went well and the school will continue to actively participate in the developing of the new state accountability system as it relates to Alternative Schools and Dropout Recovery Programs.

The Program of Instruction Amendment Request was then discussed and it was decided to update the school's program of instruction with the Arizona State Board for Charter Schools to more accurately describe Eastpointe's current instructional offerings including the online instruction provided to students in the Dropout Recovery Program. Mrs. Brown moved to approve the Program of Instruction Amendment Request and Mrs. Laechelin seconded the motion. It passed unanimously.

The 2016-2017 school year calendar was discussed and approved with changes.

Ms. Simmons then informed the Board that three rounds of Galileo testing have been completed this school year. These tests are providing data that can be used by the administration and teachers to improve instruction. AzMERIT and Science AIMS were also administered in April.

Graduation plans are going well. Cap and gowns have been ordered, delivered, and students are picking them up. Centennial Hall at the University of Arizona Campus has once again been secured for the event on May 24th.

Ms. Simmons has been working on staffing for next year. Ms. Jorgenson, our art teacher, accepted a full time position at the University of Arizona and will not be returning next year. Ms. Jackie Schuld will be able to take over those art classes next year. With the exception of Mr. Krug, who made a commitment only through the end

of the semester, all other employees expressed a desire to return next year. Ms. Simmons and Mr. Schelble will begin next week to meet with each staff to discuss this year's performance and prepare for next year.

The meeting was adjourned at 6:55 pm.

Todd Brown

Todd Brown – Administrative Director

**Eastpointe High School
Program of Instruction Amendment Request Narrative**

Provide a brief description of the program of instruction currently documented in the charter contract:

When previously approved, the curriculum and instruction at Eastpointe stated that 'it will be aligned to Arizona standards and will bring together teacher-directed classroom instruction, technological resources, printed instructional resources (textbooks, etc.), internships/partnerships and assessment activities to provide each student with the knowledge and capabilities needed to succeed in the avocation of their choice. Eastpointe will focus on vocational learning through apprenticeships and internships.'

Provide a brief description of what the program of instruction will be:

Eastpointe High School will continue to provide face-to-face, as well as a Dropout Recovery Program, through Graduation Solutions, LLC or a similar provider. The Dropout Recovery Program is designed specifically to re-engage students who, for a variety of hardship related reasons, cannot attend the brick & mortar alternative school program. Arizona's high school dropout rate is among the highest in the nation and improving student outcomes and graduation rates, positively serves the student, their families, their local community and Arizona.

Eastpointe High School provides high quality alternative instruction through a combination of face-to-face and online curriculums. All Eastpointe High School students receive individualized learning programs that are fully aligned with the Arizona College and Career Readiness Standards whether attending classes in the brick & mortar program or online Dropout Recovery Program, through Graduation Solutions, LLC. All students receive instruction from Arizona certified and/or highly qualified teachers, rigorous staff mentoring, tutoring and consistent supervision. Eastpointe's Mission is to develop Individualized Learning Plans based on the strengths and needs of each student.

Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment.

Eastpointe High School currently has a contractual agreement with Graduation Solutions, through which the Dropout Recovery Program will be offered using a distance education model that has been implemented in cooperation with other Districts and LEAs in Arizona. Eastpointe students benefit from a Dropout Recovery Program that is fully aligned with our mission and oversight without physically attending the brick & mortar school. Offering a Dropout Recovery Program provides maximum instructional flexibility and minimizes traditional educational barriers, particularly physical attendance requirements, which allows students to achieve their ultimate goal of earning their high school diploma after having dropped out due to extraordinary hardship including parenting, full-time employment, transportation barriers, severe behavioral health limitations, significant family obligations, restrictions due to adjudication, and other barriers to traditional education.

Although various Dropout Recovery Program options are now available in Arizona, Eastpointe has a productive, effective partnership with Graduation Solutions which utilizes the Edgenuity Learning Management System (LMS) and curriculum. The LMS is consistent with Eastpointe's alternative education philosophy and allows for pre-testing so that students can demonstrate proficiency and advance through curricular content at their own pace. Additionally, a "test out" policy is in place through Graduation Solutions. This policy allows students who demonstrated mastery of objectives and standards through previous seat-time, the opportunity to be awarded credit by demonstrating proficiency in the specific objectives of individual courses. In the Eastpointe brick & mortar, as well as Dropout Recovery Program, each student is assigned a Mentor. The Mentor works with students to write their Individualized Learning Plan so that academic progress goals are realistic, comprehensible and lead to a proposed graduation date.

Graduation Solutions staff use the following measurable indicators, on a monthly basis, to demonstrate effectiveness and success of the Dropout Recovery Program:

- Retention in the program
- Graduation rate
- Course pass rate
- Transfer back to a district or charter school
- Number of credits earned while enrolled in the DRP

One of the many reasons that Graduation Solutions uses Edgenuity as their curriculum provider is the highly interactive nature of their courses. The Edgenuity LMS provides multiple delivery methods that meet a maximum variety of individual learning styles. The LMS provides:

- Video lectures by highly qualified teachers to view
- An eReader for content
- The ability to translate content
- The ability to take eNotes for future reference
- Access to a pre-populated glossary
- Closed captioning for the video lectures
- A script of each lecture
- The ability to easily modify, substitute or add to content

Additionally, the Edgenuity curriculum is aligned with the Arizona College and Career Readiness Standards. The developers of Edgenuity state, "Our courses are designed and created by cross-functional teams of experienced educators and instructional designers with degrees in curriculum development, instructional design, instructional technology, and content-area education. To create a new course, the team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses in use at lighthouse sites. The scope and sequence is then created and reviewed by domain experts and education practitioners." Using the principles of backward design, the Edgenuity team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks.

In addition to the highly qualified video lecturers, all Graduation Solutions online instructors are state certified and highly qualified in their subject area. Each academic department is supported by a Department Head who provides oversight, training and support to these instructors.

A comprehensive assessment system is built into the Edgenuity LMS. It provides consistent formative and summative assessments throughout the course. The expectations of students learning is validated by the established and approved learning path, state approved content, consistent scoring rubric and weighted assignments.

What is the rationale for the change in program of instruction?

Eastpointe students benefit from participating, or having the option of participating in a Dropout Recovery Program. The educational opportunity barriers that exist for these students are substantial as they have stopped engaging in school and/or are significantly behind their cohort class in credit accrual. Eastpointe High School and Graduation Solutions is a valuable partnership for Arizona dropouts because the education delivery operates online without the typical constraints of a brick & mortar alternative charter school. This gives Eastpointe an opportunity to serve students that are unable to attend school regularly at a physical location. Often times, the difference between being a dropout and a graduate can be determined by a student's ability to maintain regular attendance as required by state policy. The Dropout Recovery Program legislation supports a competency-based program that removes attendance barriers, allowing non-traditional student population to be served.

Students who are credit deficient or struggle in specific subjects such as math, may need to work through material at their own pace. Students may need specific remediation or tutoring opportunities in order to increase skills and competency for standards mastery. The Graduation Solutions virtual school instructional model provides students with a teacher supported learning environment in which the student also receives 1:1 instructional interventions at a pace that meets their academic goals. By using a variety of technology enhanced or online curricular resources, students experience an engaging, interactive and rigorous curriculum that can be accessed anywhere the internet is available.

Eastpointe High School and Graduation Solutions Dropout Recovery Program integrate procedures that support students who have dropped out of high school, but may wish to return to a brick & mortar program, or who are in a brick & mortar program, but can no longer physically attend school. In either case, earning a fully accredited high school diploma becomes a realistic goal through the Eastpointe and Graduation Solutions partnership. The Dropout Recovery Program is an established means for students to have direct contact with their assigned Mentor and instructor(s) and be able to access those services at any time.

Synchronous and asynchronous support is accomplished through:

- Email
- Messaging
- Text

- Phone
- In person
- Through a virtual classroom

Upon completing the online enrollment application, the Graduation Solutions enrollment specialist verifies student eligibility for the program by collecting documents and confirming the following:

- Student age and residency: The student must be age 16-21 and be a resident of the state of Arizona.
- Withdraw date from prior school (verifying student has been withdrawn for at least 30 days).

Additionally, based on enrollment criteria for alternative schools in Arizona, students are required to provide:

- Birth certificate
- Immunizations

Once a student is accepted into the Dropout Recovery Program, they complete the orientation process with their assigned Mentor. The orientation process includes the following:

- Welcome call
- Verify contact information
- Completion of Individualized Learning Plan
- Review Orientation PowerPoint
- Technology requirements
- Support services available
- Academic progress goals
- Partnering with Parents sheet
- Edgenuity Orientation Video - Required for all students to view before starting their first assigned course.

If a student does not meet their academic progress goal for two consecutive months, they are unenrolled from the program. In order to qualify for re-entry, students must complete the above outlined orientation process again; however, for re-enrollment, students are required to complete a revised Individualized Learning Plan. This document will identify the barriers that kept the student from being successful during their first enrollment, what can/should be done differently, how goals will be met and how the student and Mentor will work together to achieve those goals.

How do the proposed changes to the program of instruction align to the mission and educational philosophy documents in the charter?

The proposed change in our Program of Instruction is fully aligned to the mission and education philosophy of Eastpointe High School. The current Eastpointe High School Mission, “provides an alternative learning environment that honors each student’s unique capabilities within our

community of life-long learners. Comprehensive instruction and assessment are provided and student progress is tracked through an Individualized Learning Plan. Eastpointe's integrated educational approach places special emphasis on the process of social and emotional learning, in addition to a rigorous four year academic program. Access to interesting extra-curricular courses and activities such as; Music, Basketball, Digital Arts, Dance and Yoga provide a well-rounded academic program that successfully prepares Eastpointe students for college and careers".

The Dropout Recovery Program of Instruction is specifically developed to more effectively realize Eastpointe's current mission and achieve these goals. The Dropout Recovery Program offered by Graduation Solutions also takes into consideration changes that have occurred in the alternative education environment since Eastpointe High School was granted a charter contract in 1999, more than 17 years ago.

Given the challenging demands and needs of at risk alternative students, the learning environment must be more flexible, technologically based and engaging. It must provide support for all learners academically, socially and emotionally. At risk alternative students have not found academic success in traditional schools because of inflexible learning environments and schedules. They have experienced insufficient opportunities for skill remediation, credit recovery and support for significant social and emotional impairments. The use of online curriculum allows students to work outside of the traditional school day as needed to recover credits. This flexibility provides a significant opportunity for students who have dropped out of school. Once students re-enroll through the Dropout Recovery Program, they realize immediate success and often dedicate the necessary time and energy to engage with curriculum and ultimately graduate.

Graduation Solutions instructors and staff provide support services, including but not limited to, tutoring, career and college counseling. Each student that enrolls in the Dropout Recovery Program is assigned certified teachers, as well as an adult Mentor. One of the many ways a Mentor supports a student is by helping them prepare for college and careers. During the orientation process, students are familiarized with the services provided by Mentors and instructors. At any time, students can contact their Mentors and course instructors for 1:1 tutoring or support with any academic courses.

How will the proposed changes to the program of instruction improve pupil achievement in the target population served?

Flexible scheduling, academic assessment, self-paced curriculum, highly trained Mentors and Individualized Learning Plans improve pupil achievement with Dropout Recovery Program students.

The flexibility of self-paced, online learning provides alternative students many opportunities for academic success. Students learn in a nontraditional, self-directed virtual classroom supported by the content instructor and Mentor. Students can accelerate their learning to recover credits by working online beyond what would be considered the traditional school day

or slow their learning pace if necessary. Attendance issues, work schedules, and family needs create barriers to education success and academic growth if alternative students are not provided with opportunities to learn in a supportive, self-paced environment.

Effective assessment is essential to identify the learning gaps and areas of needed remediation experienced by alternative students. Using assessments to demonstrate proficiency in content areas gained from prior educational involvement, provides teachers with proficiency indicators aligned to the state standards. This allows teachers to differentiate instruction for students who previously dropped out of school in order to target specific areas of weakness. This monitoring is critical for teachers to support student engagement throughout their learning processes. Individualized learning based on an understanding of content proficiency increases the pace of skill development and credit recovery. All state required tests are proctored and included in the Individualized Learning Plan data.

Students who have previously stopped attending school often need to accelerate learning and graduate before aging out. The longer students remain out of school, the greater the risk becomes for never obtaining academic acuity beyond middle school. Simultaneously, students must add depth and breadth to their academic knowledge base and master essential learning objectives that are needed for success after high school. Without increasing academic acuity and preparing students for success after graduation the mission of Eastpointe High School would not be met. Implementing online, self-paced learning environments with regular assessment, allows for the collection of data necessary to recover credit and graduate before “aging out” of public education eligibility.

Through self-paced study and the provision of online, technology enhanced curriculum, the Dropout Recovery Program can facilitate credit recovery and academic achievement. These interventions will increase the probability for high school graduation and success following graduation; these are the objectives of the Eastpointe Alternative High School’s current mission statement.

The Mentor’s main role is to be an advocate, the student’s main point of contact and to empower them to become successful. The Mentor will do this by:

- Seeing the students under their care through to eventual accomplishment of their academic goals in secondary education.
- Providing consistent weekly calls to onboard, check-in, track progress, motivate, and advocate for the student.
- Supporting their social and emotional needs by encouragement and listening to their life issues.
- Providing college and career resources and planning opportunities to the student.
- Keeping records of documents needed from the student and making efforts to provide them to the main office.

- Discussing with student his/her learning plan and posting for all appropriate staff to access.
- Discussing and planning for new student courses as he/she completes.
- Keeping consistent notes in Genius (Student Information System) for all staff to track communication with the student.
- Checking on progress and working closely with teachers to identify students working or not working in course work.
- Working regularly with department lead on student issues and concerns to assure success.
- Assisting with withdrawals on as needed basis.
- Accomplishing lab visits on a regular basis and encouraging students to attend.

Graduation Solutions Mentors must have current fingerprint clearance cards and a high school diploma (college degree preferred). New Mentors go through a rigorous onboarding and training process and receive continuing professional development.

Students who seek out nontraditional education options, tend to be experiencing nontraditional lives. The flexibility provided by a competency-based, not attendance-based, Dropout Recovery Program will provide extended educational delivery options not based on minimum attendance requirements. Success in the Dropout Recovery Program is based on progress embedded within an Individualized Learning Plan. The Individualized Learning Plan is created jointly between the Mentor and the student, taking into account the student's nontraditional life experiences. The Individualized Learning Plan is designed to foster individual, social and academic success for the student.

Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration.

Eastpointe High School requests that the Program of Instruction Amendment Request to increase our capacity to deliver Dropout Recovery Program services, be reviewed by Arizona State Board for Charter School (ASBCS) staff and placed on the consent agenda for approval of the Board as soon as possible. The amendment to clarify services provided through a Dropout Recovery Program is made in conjunction with Eastpointe's Enrollment Cap Increase Amendment Request to increase the enrollment cap from the current cap of 600 students to 1,200 students. The increased capacity will allow Eastpointe to receive payment for students currently being educated, but not funded, as well as increase the number of students served. It is necessary to consider the Dropout Recovery Amendment and the Enrollment Capacity Increase Notification concurrently because the LEA's current capacity of 600 will not adequately meet enrollment demand during the 2016-2017 school year. Beginning in August 2016, increased demand for physical capacity in the brick & mortar school, plus demand for virtual capacity in the online Dropout Recovery Program will require that the cap be raised to 1,200.

As soon as the Program of Instruction and Enrollment Cap Increase amendments are approved by the ASBCS Board, additional students could be enrolled immediately. As the physical school enrollment of Eastpointe High School and the Dropout Recovery Program increases, the LEA must significantly increase its capacity during the 2016-2017 school year. These increases will improve the quality and long-term viability of Eastpointe High School. This improved quality and financial viability will begin as soon as approval is granted and will continue to improve until a new full capacity of 1,200 students is reached.

The Program of Instruction Amendment Request will meet not only the LEA's vision of providing an alternative pathway to graduation for students who have dropped out of school, but it will also meet the ASBCS's expectations for improving dropout rates and academic accountability. Through the Eastpointe Dropout Recovery Program, students who have dropped out of school are able to attend a high quality, virtual, online school that does not require physical attendance at specific hours. Students receive support and instruction from teachers certified in the core areas of English Language Arts, Math, Science and Social Studies as well as in elective course offerings that will lead to graduation with a fully accredited Arizona high school diploma.

To support academic needs of Dropout Recovery Program students, an academic support lab is available to Dropout Recovery Program students after Eastpointe's regular school session. The Eastpointe facility is also used to administer state mandated assessments.

Upon completion of all graduation requirements, Eastpointe verifies all credits earned, all student records, and any other graduation requirements, in order to officially determine whether or not the student has met all graduation requirements. Eastpointe then substantiates and issues the Arizona high school diploma.

The administrative staff at Eastpointe provides required records for students previously enrolled in Eastpointe's Dropout Recovery Program, including transcripts, immunizations, birth certificate, and any special needs information.

At this time Eastpointe has selected Graduation Solutions as the Dropout Recovery Program provider based on Graduation Solutions personnel having the following skills and experience:

- CEO skills and experience necessary: Experience in education and alternative education, running schools, leading teams, and building a program from infancy.
- Director of Instruction skills and experience necessary: Experience teaching and administrating in the alternative setting, online teaching experience, skilled in managing/training a team and program development. Managing and online instructional staff.
- Director of Mentoring skills and experience necessary: Experience teaching/mentoring in the alternative setting, online learning experience, skill in managing/training a team and program development.

- Director of Operations skills and experience necessary: Experience in management of an alternative program and teams within the program/school, online education experience, organized, skilled at developing processes and procedures.

While a Bachelor's Degree is preferred, more importantly a Graduation Solutions Mentor must have experience in student services at an alternative/online school or social work/counseling. The Mentor's main role is to be an advocate, the student's main point of contact and to empower them to become successful.

Below is **Eastpointe and Graduation Solutions** performance data from the 2014-2015 school year, extracted from the Graduation Solutions Learning Management System:

- 436 courses were completed (student finished all content and received a grade) within the Learning Management System during the 14-15 school year.
- 79% average overall course grade for completed courses. We do not allow students to progress through the course without a 70% average or above, which makes it impossible for a student to not pass a course if they complete all of the content.
- 1026 students entered the program during the 14-15 school year.
- 21 Diplomas awarded.
- 549 were active when the 2015-2016 school year began on July 1, 2015.



Program of Instruction Amendment Request

Charterholder Info

Charter Holder

Name:
GAR, LLC

CTDS:
07-86-79-000

Mailing Address:
1833 North Scottsdale Road
Tempe, AZ 85281
[View detailed
> info](#)

Representative

Name:
Patrick Scott Meehan

Phone Number:
480-947-9511

Fax Number:
480-699-2659

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Description of changes

Change From:

At the request of the Staff of the ASBCS, GAR LLC d.b.a. Student Choice High School (SCHS) is providing the following information to document the fact that SCHS has been operating a Dropout Recovery Program (DRP) since September 2013.

Change To:

As previously mentioned, we have been asked to use this process to document the fact that SCHS is operating a Dropout Recovery Program and has been operating the program as approved by ADE since September 2013. Details are provided in the Narrative attachment.

Attachments

Board Minutes — [Download File](#)

Narrative that describes 1) the change, to include rationale and background and 2) how the program of instruction change will support the educational philosophy and target population served. — [Download File](#)

Additional Information*

No documents were uploaded.

Signature

Charter Representative Signature
Patrick Scott Meehan 06/02/2016

Student Choice High School
8253 W Thunderbird Rd Suite 105
Peoria, AZ 85381

PUBLIC HEARING & BOARD MEETING AGENDA

June 10, 2013

2:00 PM

- I. Call to Order
Scott Meehan called the meeting to order
- II. Roll call
Peggy Lynam, Shawna Lopez, Scott Meehan and Scott Lopez were present.
- III. Call to the public.
- IV. Dropout Recovery Program
Scott Meehan presented the Dropout Recovery Program requirements. Discussion related to viability and implementation options. Shawna Lopez moved to approve the implementation of a Dropout Recovery Program. Seconded by Scott Lopez. Motion passed.
- V. No new business to be added to the agenda
- VI. Consideration of Adjournment
Peggy Lynam moved for adjournment. Seconded by Scott Lopez

Narrative for the Student Choice High School Dropout Recovery Program

- 1) Describe the proposed changes to the program of instruction to include, curricula, methods of instruction, and methods of assessment. In this section describe current program of instruction for DRP in place;

At the request of the Staff of the ASBCS, GAR LLC d.b.a. Student Choice High School (SCHS) is providing the following information to document the fact that SCHS has been operating a Dropout Recovery Program (DRP) since September 2013.

Student Choice High School is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are having difficulty finding success in a traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school setting. Typically, our students leave the traditional schools because of poor attendance, health/medical issues, behavior problems, family obligations, and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a “work at your own pace” program which gives the student additional time to complete classes, if needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. We enroll students throughout the year so a large number of our enrollments come during the school year.

In March 2013, Student Choice High School was approved by the Arizona Department of Education to begin operations of a Dropout Recovery Program (in compliance with A.R.S. § 15-901.06). Student Choice High School launched this initiative in September of 2013 by establishing a Learning Lab at the South Mountain YMCA facility. This initial effort was designed to establish program feasibility, confirm market viability, and to validate expected resource requirements. Through various outreach efforts with civic and social organizations, community center liaisons and contact with students/families, enrollment grew quickly in just a few short months.

The Dropout Recovery Program utilizes the same procedures, processes, software, and analytical tools implemented by all Student Choice High Schools. As a standard, all campuses and DRP learning labs use A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Student Choice High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student’s “clipboard”. Typically, a clipboard has between 60 and

100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Progress against the monthly plan is monitored and managed by a teacher/mentor. If a student does not achieve the desired proficiency, the teacher/mentor will do “mini lessons” and tutoring to ensure the student can move to the next lesson.

- 2) What is the rationale for the change in program of instruction? In this section describe the rationale for adding the DRP;

For our DRP, we have not changed our program of instruction. The way we’ve implemented DRP, students are presented with an alternative scheduling option that allows them to attend school on a flexible basis. SCHS has implemented its DRP by requiring students to report to a learning center to work directly with a Teacher/Mentor. The learning center can be at one of the brick and mortar schools, computer labs operated by SCHS, libraries, civic organizations, or other facilities that can provide computer resources for our students.

In the 2 ½ years that the Student Choice High School Dropout Recovery Program has been in operation, we have proven that the program fulfills a critical need in the community for a high school program designed to serve the dropout student population. Our program is designed to assist students in recovering their high school credits and completing new courses successfully at a manageable self-pace balanced against their individual circumstances. Our program quickly builds confidence in the student and encourages them to successfully complete their courses and thus experience academic achievement.

- 3) How do the proposed changes to the program of instruction align to the mission and educational philosophy documented in the charter? In this section describe how the DRP aligns with GAR, LLC’s current mission and educational philosophy;

Operating a Dropout Recovery Program is a natural extension to the work SCHS is doing for the Arizona “At-Risk” student population and has been doing for the past 16 years. SCHS schools are accredited by the North Central Association and our Charter has recently been renewed by the Arizona Charter School Board. Providing an alternative high school program with diverse attendance and scheduling options continues to provide a critical service for the dropout student population directly in line with our mission and educational philosophy.

- 4) How will the proposed changes to the program of instruction improve pupil achievement in the target population served? In this section the describe percentage of students enrolled in DRP (% of students enrolled at GAR, LLC that participate in DRP program) and summarize academic results (% of DRP students meeting monthly goal);

Students attending our Dropout Recovery Program have often experienced a large number of barriers in their lives which may have prevented them from completing their high school diploma or have circumstances that keep them falling further and further behind in their academics. We have students that are living with their parents/guardians and they are the bread winners of the

family. We have students that are in difficult living situations with other family members, foster homes, group homes or even homeless. Many of our students are also parents that bring upon them added responsibilities and schedule pressures. These barriers are just a few of the reasons our Dropout Recovery Program is successful. In short, the Dropout Recovery Program gives our students a fighting chance to be successful in high school and earn a diploma.

Many of the students we have enrolled in the DRP are two or more years behind in school credits and are 18/19 years old. For the majority of the transcripts we receive, most of the student's credits are electives with very little core coursework completed. As we assess each student's level, we design an individualized program that may include assignment of lower level courses, courses that help them work toward credit recovery, and a full course plan leading them to graduation.

Approximately 20% of our total enrollment are in the Dropout Recovery Program. Of those enrolled, approximately 90% meet their monthly goals.

5) Describe the timeline for implementing the program change, including whether the Program of Instruction Amendment Request will be submitted in conjunction with any other amendment or notification requests which would warrant concurrent consideration. In this section identify when GAR, LLC's DRP program was implemented.

As previously mentioned, we have been asked to use this process to document the fact that SCHS is operating a Dropout Recovery Program and has been since September 2013. When we started the program, we were told by the ASBCS Executive Director that DRP students would not be counted against our CAP since DRP students are not entered into SAIS. As it turns out, ADE Finance does indeed count DRP students against our CAP and because of the significant growth and demand, we are therefore applying for a CAP increase.

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School-
Glendale

CTDS:
07-84-08-000

Mailing Address:
3201 South Gilbert Road
Bldg. A
Chandler, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

Board Minutes –  [Download File](#)

Complete policy for procuring goods and services –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



• www.LegacyTraditional.org • Surprise-Info@LegacyTraditional.org

MARICOPA | CASA GRANDE | QUEEN CREEK | AVONDALE | CHANDLER | NW TUCSON | LAWEEN | GILBERT | **SURPRISE** | N CHANDLER | GLENDALE | PEORIA

Legacy Traditional School -Glendale

PROCUREMENT POLICY

Legacy Traditional School – Glendale will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/ authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to price, quality, availability, timeliness, reputation, and prior dealings.

Legacy Traditional School - Glendale shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Legacy Traditional School - Glendale understands that the policy cited above applies to the purchases using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

Nathan Schlink, School Board President

6/24/2016

Date



Legacy Falcons

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School-
Glendale

CTDS:
07-84-08-000

Mailing Address:
3201 South Gilbert Road
Bldg. A
Chandler, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



• www.LegacyTraditional.org

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Legacy Traditional School - Glendale

ACCOUNTING POLICY

Legacy Traditional School - Glendale will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Nathan Schlink, School Board President

Date



Legacy Traditional School – Glendale Board Meeting Minutes

Date: June 24, 2016

Start Time: 5:00pm

Location: District Office, 3201 S. Gilbert Road, Chandler, AZ 85286

Attendees:

President: Nathan Schlink

Vice President: Derek Samuel (via Phone)

Member: Cory Theobald

Member: Jenni Ferrin

Other Attendees:

Exec Assist: Linda Maschino

CFO: Corey Kennedy Heather Sliker

CAO: Bill Bressler Aaron Hale

Valerie Merrill

Absent:

Secretary: William Gregory

Minutes

- I. PLEDGE OF ALLEGIANCE
- II. CALL TO ORDER: Meeting called to order at 5:07pm
- III. ROLL CALL: Nathan Schlink Called roll and confirmed quorum; Present board members; Nathan Schlink, Derek Samuel via phone, Corey Theobald, and Jenni Ferrin; Absent: Bill Gregory
- IV. CALL TO THE PUBLIC: Bill Bressler introduced Valerie Merrill and Heather Sliker
- V. ANNOUNCEMENTS: Heather Sliker presented the Kindergarten Standards of Citizenship Curriculum
- VI. NEW BUSINESS
 - a. Federal Grant Vendor Contract
 - i. Requesting the board motion to approve the contract between Liberty Grant Services and each Legacy Traditional School
 1. Pending attorney approval Corey Theobald motioned to approve the contract between Liberty Grant Services and Legacy Traditional Schools; Derek Samuels seconded
 2. Motion passed 4/0
 - b. 2nd Assistant Principal
 - i. Requesting the board motion to approve hiring of a 2nd Assistant Principal for the campus once enrollment is at 1200 students

1. Corey Theobald motioned to approve a 2nd Assistant Principal for the campus once enrollment is at 1200 students; Jenni Ferrin seconded
 2. Motion passed 4/0
- c. Proposed Pay Increases
- i. Support Staff
 1. Requesting board motion to increase base pay of all hourly support staff by \$1 per hour (approximately a 10% increase). This will enhance our ability to retain top
 - Derek Samuels motioned to approve the increase base pay of all hourly support staff by \$1.00 per hour; Jenni Ferrin seconded
 - Motion passed 4/0
 - ii. Substitute Teachers
 1. Requesting board motion to increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per hour
 - Derek Samuels motioned to approve the increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per; Jenni Ferrin seconded
 - Motion passed 4/0
- d. Proposed FY 16-17 Budgets
- i. Requesting board approval of the LTS-Glendale 2016-17 Proposed Budget
 1. Corey Theobald motioned to approve e LTS-Glendale 2016-17 Proposed Budget; Jenni Ferrin seconded
 2. Motion passed 4/0
- e. Discussion on Recess / Playground Time Allotted
- i. Bill Bressler to present to the LTS school leadership the different ideas discussed
 1. No vote needed at this time
- f. Procurement Policy
- i. Requesting board to adopt a Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws
 1. Corey Theobald motioned to adopt and approve the Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws; Derek Samuel seconded
 2. Motion passed 4/0
- g. Accounting Policy
- i. Requesting board to adopt an Accounting Policy and file and Amendment with the

Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS)

1. Corey Theobald motioned to adopt and approve an Accounting Policy and file and Amendment with the Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS); Jenni Ferrin seconded
2. Motion passed 4/0

h. Sign-on Bonus

- i. Requesting board to motion to approve a \$3000 sign on bonus for remaining LTS - Glendale teaching vacancies. The sign-on bonus will be paid in 2 increments – one in August and late January
- ii. Corey Theobald made an addendum to the Sign-on Bonus; the sign-on bonus will be paid in 2 increments – one in August and late January; to add a referral bonus up to \$1,000 to current staff if referral is hired. There will be two payouts for the referral bonus – one in late August and one in late January
 1. Derek motioned to approve the \$3,000 sign-on bonus for the remaining teaching vacancies at LTS – Glendale and to add a referral bonus up to \$1,000 to current staff if referral is hired. There will be two payouts – one immediately and one in late January; Jenni Ferrin seconded
 2. Motion passed 4/0

VII. ADJOURNMENT: Nathan Schlink adjourned the meeting at 6:35pm

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School -
North Chandler

CTDS:
07-84-09-000

Mailing Address:
3201 South Gilbert Road
Chandler, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

Board Minutes —  [Download File](#)

Complete policy for procuring goods and services —  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



• www.LegacyTraditional.org •

MARICOPA | CASA GRANDE | QUEEN CREEK | AVONDALE | CHANDLER | NW TUCSON | LAVEEN | GILBERT | SURPRISE | N CHANDLER | GLENDALE | PEORIA

Legacy Traditional School – North Chandler

PROCUREMENT POLICY

Legacy Traditional School – North Chandler will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/ authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to price, quality, availability, timeliness, reputation, and prior dealings.

Legacy Traditional School – North Chandler shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Legacy Traditional School – North Chandler understands that the policy cited above applies to the purchases using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

Nathan Schlink, School Board President

6/24/16

Date

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School -
North Chandler

CTDS:
07-84-09-000

Mailing Address:
3201 South Gilbert Road
Chandler, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



• www.LegacyTraditional.org •

MARICOPA | CASA GRANDE | QUEEN CREEK | AVONDALE | CHANDLER | NW TUCSON | LAWEEN | GILBERT | SURPRISE | N CHANDLER | GLENDALE | PEORIA

Legacy Traditional School – North Chandler

ACCOUNTING POLICY

Legacy Traditional School – North Chandler will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Nathan Schlink, School Board President

Date



Legacy Traditional School –North Chandler Board Meeting Minutes

Date: June 24, 2016

Start Time: 5:00pm

Location: District Office, 3201 S. Gilbert Road, Chandler, AZ 85286

Minutes

Attendees:

President: Nathan Schlink

Vice President: Derek Samuel (via Phone)

Member: Cory Theobald

Member: Jenni Ferrin

Other Attendees:

Exec Assist: Linda Maschino

CFO: Corey Kennedy Heather Sliker

CAO: Bill Bressler Aaron Hale

Valerie Merrill

Absent:

Secretary: William Gregory

Minutes

- I. PLEDGE OF ALLEGIANCE
- II. CALL TO ORDER: Meeting called to order at 7.10pm
- III. ROLL CALL: Nathan Schlink Called roll and confirmed quorum; Present board members; Nathan Schlink, Derek Samuel via phone, Corey Theobald, and Jenni Ferrin; Absent: Bill Gregory
- IV. CALL TO THE PUBLIC: Bill Bressler introduced Valerie Merrill and Heather Sliker
- V. ANNOUNCEMENTS: Heather Sliker presented the Kindergarten Standards of Citizenship Curriculum
- VI. NEW BUSINESS
 - a. Federal Grant Vendor Contract
 - i. Requesting the board motion to approve the contract between Liberty Grant Services and each Legacy Traditional School
 1. Pending attorney approval Corey Theobald motioned to approve the contract between Liberty Grant Services and Legacy Traditional Schools; Derek Samuels seconded
 2. Motion passed 4/0

- b. 2nd Assistant Principal
 - i. Requesting the board motion to approve hiring of a 2nd Assistant Principal for the campus once enrollment is at 1200 students
 1. Corey Theobald motioned to approve a 2nd Assistant Principal for the campus once enrollment is at 1200 students; Jenni Ferrin seconded
 2. Motion passed 4/0
- c. Proposed Pay Increases
 - i. Support Staff
 1. Requesting board motion to increase base pay of all hourly support staff by \$1 per hour (approximately a 10% increase). This will enhance our ability to retain top
 - Derek Samuels motioned to approve the increase base pay of all hourly support staff by \$1.00 per hour; Jenni Ferrin seconded
 - Motion passed 4/0
 - ii. Substitute Teachers
 1. Requesting board motion to increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per hour
 - Derek Samuels motioned to approve the increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per; Jenni Ferrin seconded
 - Motion passed 4/0
- d. Proposed FY 16-17 Budgets
 - i. Requesting board approval of the LTS – North Chandler 2016-17 Proposed Budget
 1. Corey Theobald motioned to approve LTS – North Chandler 2016-17 Proposed Budget; Jenni Ferrin seconded
 2. Motion passed 4/0
- e. Discussion on Recess / Playground Time Allotted
 - i. Bill Bressler to present to the LTS school leadership the different ideas discussed
 1. No vote needed at this time
- f. Procurement Policy
 - i. Requesting board to adopt a Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws
 1. Corey Theobald motioned to adopt and approve the Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws; Derek Samuel seconded
 2. Motion passed 4/0

g. Accounting Policy

i. Requesting board to adopt an Accounting Policy and file and Amendment with the Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS)

1. Corey Theobald motioned to adopt and approve an Accounting Policy and file and Amendment with the Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS); Jenni Ferrin seconded

2. Motion passed 4/0

VII. ADJOURNMENT: Nathan Schlink adjourned the meeting at 7:12pm

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School -
Peoria

CTDS:
07-84-07-000

Mailing Address:
3201 South Gilbert Road
Bldg. A
Ch, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

Board Minutes –  [Download File](#)

Complete policy for procuring goods and services –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



Legacy Traditional School -Peoria

PROCUREMENT POLICY

Legacy Traditional School - Peoria will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/ authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to price, quality, availability, timeliness, reputation, and prior dealings.

Legacy Traditional School – Peoria shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Legacy Traditional School - Peoria understands that the policy cited above applies to the purchases using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

Nathan Schlink, School Board President

6/24/2016

Date

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Legacy Traditional School -
Peoria

CTDS:
07-84-07-000

Mailing Address:
3201 South Gilbert Road
Bldg. A
Ch, AZ 85286
> [View detailed info](#)

Representative

Name:
William Gregory

Phone Number:

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
William Gregory 06/29/2016



Legacy Traditional School –Peoria

ACCOUNTING POLICY

Legacy Traditional School - Peoria will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

Nathan Schlink, School Board President

6/24/2016

Date



Legacy Traditional School – Peoria Board Meeting Minutes

Date: June 24, 2016
Start Time: 5:00pm
Location: District Office, 3201 S. Gilbert Road, Chandler, AZ 85286

Attendees:

President: Nathan Schlink
Vice President: Derek Samuel (via Phone)
Member: Cory Theobald
Member: Jenni Ferrin

Other Attendees:

Exec Assist: Linda Maschino
CFO: Corey Kennedy Heather Sliker
CAO: Bill Bressler Aaron Hale
Valerie Merrill

Absent:

Secretary: William Gregory

Minutes

- I. PLEDGE OF ALLEGIANCE
- II. CALL TO ORDER: Meeting called to order at 6:57pm
- III. ROLL CALL: Nathan Schlink Called roll and confirmed quorum; Present board members; Nathan Schlink, Derek Samuel via phone, Corey Theobald, and Jenni Ferrin; Absent: Bill Gregory
- IV. CALL TO THE PUBLIC: Bill Bressler introduced Valerie Merrill and Heather Sliker
- V. ANNOUNCEMENTS: Heather Sliker presented the Kindergarten Standards of Citizenship Curriculum
- VI. NEW BUSINESS
 - a. Federal Grant Vendor Contract
 - i. Requesting the board motion to approve the contract between Liberty Grant Services and each Legacy Traditional School
 1. Pending attorney approval Corey Theobald motioned to approve the contract between Liberty Grant Services and Legacy Traditional Schools; Derek Samuels seconded
 2. Motion passed 4/0
 - b. 2nd Assistant Principal
 - i. Requesting the board motion to approve hiring of a 2nd Assistant Principal for the campus once enrollment is at 1200 students

1. Corey Theobald motioned to approve a 2nd Assistant Principal for the campus once enrollment is at 1200 students; Jenni Ferrin seconded
 2. Motion passed 4/0
- c. Proposed Pay Increases
- i. Support Staff
 1. Requesting board motion to increase base pay of all hourly support staff by \$1 per hour (approximately a 10% increase). This will enhance our ability to retain top
 - Derek Samuels motioned to approve the increase base pay of all hourly support staff by \$1.00 per hour; Jenni Ferrin seconded
 - Motion passed 4/0
 - ii. Substitute Teachers
 1. Requesting board motion to increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per hour
 - Derek Samuels motioned to approve the increase substitute teacher pay to \$125 per day and substitute staff pay by \$1 per; Jenni Ferrin seconded
 - Motion passed 4/0
- d. Proposed FY 16-17 Budgets
- i. Requesting board approval of the LTS-Peoria 2016-17 Proposed Budget
 1. Corey Theobald motioned to approve e LTS-Peoria 2016-17 Proposed Budget; Jenni Ferrin seconded
 2. Motion passed 4/0
- e. Discussion on Recess / Playground Time Allotted
- i. Bill Bressler to present to the LTS school leadership the different ideas discussed
 1. No vote needed at this time
- f. Procurement Policy
- i. Requesting board to adopt a Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws
 1. Corey Theobald motioned to adopt and approve the Procurement Policy and file an Amendment with the Arizona State Board for Charter Schools to allow an exception to the procurement laws; Derek Samuel seconded
 2. Motion passed 4/0

g. Accounting Policy

- i. Requesting board to adopt an Accounting Policy and file and Amendment with the Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS)
 1. Corey Theobald motioned to adopt and approve an Accounting Policy and file and Amendment with the Arizona State Board for Charter Schools to allow an exception to the Uniform System of Financial Records for Charter Schools (USFRCS); Jenni Ferrin seconded
 2. Motion passed 4/0

h. CFE Management Agreement

- i. Requesting board approval of the management agreement between LTS-Peoria and CFE Management Group, LLC.
 1. Corey Theobald motioned to approve of the management agreement between LTS-Peoria and CFE Management Group, LLC.; Jenni Ferrin seconded
 2. Motion passed

i. Peoria Lease

- i. Requesting board approval on the Peoria Lease and ratify Brandon Jones' signature on the Peoria Lease Agreement
 1. Corey Theobald motioned to approve the Peoria Lease and to ratify Brandon Jones' signature on the Peoria Lease Agreement; Jenni Ferrin seconded
 2. Motion passed 4/0

VII. ADJOURNMENT: Nathan Schlink adjourned the meeting at 7:05pm

Procurement Laws Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Pensar Academy

CTDS:
07-82-38-000

Mailing Address:
12843 West Redondo Drive
Litchfield, AZ 85340
> [View detailed info](#)

Representative

Name:
Sandra Zupetz

Phone Number:

Downloads

 [Download all files](#)

Procurement Laws Exception

Please Note

Charter operators granted an exception to local and state procurement regulations under A.R.S. §15-183(E)(6) are still required to satisfy the federal procurement requirements as a condition to the receipt of certain federal funds.

Attachments

Board Minutes –  [Download File](#)

Complete policy for procuring goods and services –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Sandra Zupetz 06/20/2016

**PENSAR ACADEMY
PROCUREMENT POLICY**

Pensar Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the procurement officer/authorized agent, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

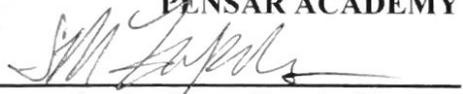
Pensar Academy shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board, nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

Pensar Academy understands that the policy cited above applies to purchases made using nonfederal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply

CERTIFICATE OF ADOPTION

The foregoing Policy was duly adopted by the Board of Directors effective as of the 7th day of April, 2016.

PENSAR ACADEMY



Sandra Marie Zupetz, Director

USFRCS Exception Amendment Request

Charterholder Info

Charter Holder

Name:
Pensar Academy

CTDS:
07-82-38-000

Mailing Address:
12843 West Redondo Drive
Litchfield, AZ 85340
> [View detailed info](#)

Representative

Name:
Sandra Zupetz

Phone Number:

Downloads

 [Download all files](#)

USFRCS Exception

All exceptions to the USFRCS will include:

Charter Holder must utilize Generally Accepted Accounting Principles

The Charter Holder is **NOT** exempt from filing the Annual Financial Report, the school report card data, annual auditing requirements, or any financial report request from the Arizona State Board of Charter Schools, the Auditor General, and the Arizona Department of Education

The Charter Holder is responsible for any "cross-walks" necessary to complete reporting requirements.

Attachments

Board Minutes –  [Download File](#)

Complete policy for accounting –  [Download File](#)

Additional Information*

No documents were uploaded.

Signatures

Charter Representative Signature
Sandra Zupetz 06/20/2016

**PENSAR ACADEMY
ACCOUNTING POLICY**

Pensar Academy will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. The school will utilize a chart of accounts that has been developed to align with the chart of accounts found in the Uniform System of Financial Records for Charter Schools (USFRCS) for the purposes of complying with budgeting and annual financial reporting. Revisions will be made periodically for changes in laws, regulations and accounting pronouncements that cover charter school accounting, financial reporting and compliance with state and federal laws.

CERTIFICATE OF ADOPTION

The foregoing Policy was duly adopted by the Board of Directors effective as of the 7th day of April, 2016.

PENSAR ACADEMY



Sandra Marie Zupetz, Director

Notice of Public Meeting of the Board of Directors of Pensar Academy, Inc.

Pursuant to Arizona Revised Statutes ("A.R.S.") § 38-431.02, notice is hereby given to the members of the Board of Directors of Pensar Academy and to the general public that the board will hold a special meeting, open to the public as specified below. The Board of Directors reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specified time. To ensure compliance with the Open Meeting Law, recipients of this message should not forward it to other Board members, and Board members should not reply to this message.

ALL AGENDA ITEMS OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS

When: **Wednesday, April 7, 2016 at 6:00 p.m. MST**
Where: **Desert Rose, 6720 57th Drive, Glendale, AZ 85301**

I. Opening

- A. **Call to Order:** Called by Sandra Zupetz @ 6:02pm. Motion to Approve by Sandra Zupetz. Patricia Paddock 2nd to motion.
- B. **Roll Call:** Quorum Established: 2/3 Board Members present: Sandra Zupetz, Patricia Paddock. Absent: Tricia Mercado; Others in Attendance: Jason Klonoski, Samuel Frances Vazquez.
- C. **Adoption of Agenda:** Sandra Zupetz-Motion to adopt, Patricia Paddock-2nd to motion.
- D. **Approval of Meeting Minutes:** Sandra Zupetz- Motion to adopt, Patricia Paddock-2nd to motion.
- E. **Call for Public Comments:** None.

II. Monthly Reports

A. Director of Operations Report

- 1. **Financial Report:** The Director of Operations presented report of current finances.
- 2. **Lease Report:** The Director of Operations will forward the lease for the facility once received from attorney to the lessee within the next week.
- 4. **Charter Report:** The Board discussed a timeline for the lease and charter signature.
- 5. **Non-instructional Staffing Report:** The Director of Operations reported that the office manager position has been filled.
- 6. **Marketing and Advertising Report:** The Director of Operations and the Director of Student Learning presented marketing materials and report on participation of staff in the community service event the Glendale Farmers Market (April 9, 2015).
- 7. **Governance Report:** The Board set an official Board Meeting Schedule for the 2nd Tuesday of each month.
- 8. **Student Enrollment:** The Director of Operations provided a report for student applications and door-to-door recruitment to begin 04/16/2016.

B. Director of Student Learning Report:

- 1. **Curriculum:** The Director of Student Learning provided quotes and background information on 3 curriculum vendors, an assessment vendor, 8 professional development vendors, and 5 Special Education vendors.
- 2. **Student Information Systems:** The Director of Student Learning provided quotes and background information on 4 student information system vendors/programs.

III. Action Items

A. Business:

- * Approval of \$15,000 for the New Schools For Phoenix Program (Phases I and II), Sandra Zupetz , Patricia Paddock signed check.

B. Academics:

- * None.

C. Governance:

- * Approval/Adoption of Articles of Amendment and Restatement of Articles of Incorporation of Pensar Academy: Sandra Zupetz- Motion to adopt , Patricia Paddock-2nd to motion, Motion passed unanimously.
- * Approval/Adoption of Bylaws of Pensar Academy: Sandra Zupetz- Motion to adopt , Patricia Paddock-2nd to motion, Motion passed unanimously.
- * Approval/Adoption of Governance Policies, including **Procurement and Accounting Policies**. Sandra Zupetz- Motion to adopt, Patricia Paddock-2nd to motion, Motion passed unanimously.

IV. Adjourn

A. Adjourn: - Patricia Paddock Motion to adjourn at 7:32pm , Sandra Zupetz -2nd to motion, Motion passed unanimously.

If you are in need of translation services or a person with a disability seeking reasonable accommodation in order to access the Board meeting, please contact Ms. Sandra Zupetz at (602) 427-7193 at least 24 hours prior to meeting, whenever possible.



Arizona State
Board for
Charter Schools



Dashboard Alerts Bulletin Board Charter Holder DMS Email Tasks Search Reports Help Other

Instructional Days Amendment Request

Charterholder Info

Charter Holder

Name:
Phoenix Advantage Charter
School, Inc.

CTDS:
07-87-14-000

Mailing Address:
3738 North 16th Street
Phoenix, AZ 85016

[View detailed
> info](#)

Representative

Name:
Leanne Bowley

Phone Number:
6022638777

Fax Number:
6022638822

Downloads

 [Download all files](#)

Contractual Days

192

To
180

Fiscal Year Effective Date
9/12/2016

Type of Change
Permanent Change

Attachment

Board Minutes —  [Download File](#)

School Calendar —  [Download File](#)

Daily Instructional Schedule —  [Download File](#)

Narrative —  [Download File](#)

Additional Information

 [Download File](#) — I have submitted the school calendar for the 192 version so the board may compare it to the 180 day version.

 [Download File](#) — Attached please find the full academic day schedule for students in each grade.

 [Download File](#) — half day academic schedule

Signature

Charter Representative Signature
Leanne Bowley 06/21/2016

MINUTES

Phoenix Advantage Charter School Governing Board Meeting MINUTES

BOARD MEETING FOR
PHOENIX ADVANTAGE CHARTER SCHOOL TO BE HELD:

5/15/2016

3:30pm

This meeting was accessible via telephone at

Call-in number: **1-712-7757031**

Conference ID: **627-655-544#**

ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS

“Our mission is to empower students to learn and achieve — every child, every day.”

AGENDA 5/15/2016

A. PRELIMINARY MATTERS

1. Call To Order – **Meeting was called to order at 3:36pm**
2. Roll Call
 - i. Brian Bissell, President - **PRESENT**
 - ii. Lew Taylor, Member - **PRESENT**
 - iii. Dave Foster, Member - **PRESENT**
3. Approval of the Agenda
Dave Foster made a motion to approve the agenda as presented. Lew Taylor seconded the motion which passed unanimously.
4. Approval of the Minutes from the 7/14/2015 Meeting
Dave Foster made a motion to approve the minutes as presented. Lew Taylor seconded the motion which passed unanimously.
5. Call to the Public

There were no people present for the call to the public, no phone calls were made to the school and there were no emails received with any requests.

B. INFORMATION ITEMS

1. New Schools for Phoenix Fellowship awarded to Superintendent Leanne Bowley

After an intense application and interviewing process, Leanne Bowley was chosen to participate in the Fellowship through New Schools for Phoenix. Leanne explained that the Fellowship will help her bring the deep-rooted change and reformation that Phoenix Advantage and its students deserve under new management. Exposure to the best practices from schools around the nation serving Title I and inner city youth will help inspire the new teaching staff at the school to develop and sustain a culture of excellence. President Brian Bissell and the Governing Board lauded Leanne's leadership qualities that brought this award to our school.

C. ACTION ITEMS

1. Discussion, consideration and possible approval of the Phoenix Advantage Instructional Days Amendment. The proposed amendment is in full compliance with Arizona Revised Statute 15-901 and will include the required components per Arizona State Charter Board.

Dave Foster made a motion to consider the amendment as presented. Lew Taylor seconded the motion. Brian Bissell stated that the amendment would change the school year from 192 days, a design that was a part of the Mosaica Model that is obsolete. He also pointed out that the neighboring schools are in line with the 180 day model. Mr. Bissell called for the vote with carried unanimously.

2. Discussion, consideration and possible approval of the 192 school calendar for 2016-2017 unless the Instructional Days Amendment is approved. If the State Charter Board approves the calendar amendment, the school will use the 180 day calendar as per that amendment. The school community is aware of and approves both calendars and the start date of the school year is not affected by either option thereby mitigating any disruption to the education of students.

Dave Foster made a motion to accept the 192 calendar and the 180 day calendar if approved by the State Charter Board. Lew Taylor seconded the motion which carried unanimously.

3. Discussion, consideration and possible approval of the FY15 Classroom Site Fund plan (301 Plan).

Dave Foster made a motion to accept the FY15-16 Classroom Site Fund plan (301 Plan). Lew Taylor seconded the motion. Mr. Foster asked how long the current plan had been in use. Ms. Bowley said the school had been using it for about 4 years and that it had successfully audited each year. Mr. Foster also questioned the ease of implementation despite the seeming complexity of the calculations. Ms. Bowley assured him that the calculation were easy to implement at the school level. Ms. Bissell requested that the accountant work with Ms. Bowley to develop a new plan for FY16-17. Ms. Bissell then called for the vote which carried unanimously.

4. Discussion, consideration and possible ratification of the Annual Financial Report

Dave Foster made a motion to ratify the AFR. Lew Taylor seconded the motion. Mr. Bissell stated that we need to formalize the timely submission of the AFR that was developed by Michele Diamond in concert with school administration. Mr. Bissell asked for further discussion and hearing none, he called for the vote which carried unanimously.

5. Discussion, consideration and possible approval of the Final Budget Revision.

Lew Taylor made a motion to approve the Final Budget Revision for the FY15-16 School Year. Dave Foster seconded the motion. Mr. Bissell stated that the Final Budget Revision was drawn up by the school accountant and review by Ms. Bowley and Caitlin Alexander. The board discussed ADA/ADM and that Arizona funds differently than some other states. Mr. Bissell asked for further discussion and hearing none, he called for the vote which carried unanimously.

6. Discussion, consideration and possible approval of the Corporate Resolutions.

Lew Taylor made a motion to approve the Corporate Resolutions. Dave Foster seconded the motion which carried unanimously. The Corporate Resolutions can be found at the end of this agenda.

Election of Officer

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed to elect Mrs. Caitlin Alexander as Secretary-Treasurer.

Banking

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed that Mr. Brian Bissell and Mrs. Caitlin Alexander are hereby authorized (a) To designate one or more banks or similar financial institutions as depositories of the funds of the Organization; (b) To open, maintain and close general and special accounts with any such depositories; (c) To cause to be deposited, from time to time, in such accounts with any such depository, such funds of the Organization as Mr. Bissell or Mrs. Alexander deems necessary or advisable, and to designate or change the designation of the officer or agent of the Organization authorized to make such deposits and to endorse checks, drafts and other instruments for deposit; (d) To designate, change or revoke the designation, from time to time, of the officer or agent of the Organization authorized to sign or countersign checks, drafts or other orders for the payment of money issued in the name of the Organization against any funds deposited in any of such accounts; (e) To authorize the use of facsimile signatures for the signing or countersigning of checks, drafts or other orders for the payment of money, and to enter into such agreements as banks and similar financial institutions customarily require as a condition for permitting the use of facsimile signatures; and (f) To make such general and special rules and regulations with respect to such accounts as he or she may deem necessary or advisable, and to complete, execute and certify any customary printed blank signature card forms in order to exercise conveniently the authority granted by this resolution and any resolutions printed on such cards are deemed adopted as a part of this resolution. Resolved, further, that all form resolutions required by any such depository are hereby adopted in such form used by such depository, and that Mr. Bissell and/or Mrs. Alexander are (i) authorized to certify such resolutions as having been adopted by this Action by Written Consent and (ii) directed to insert a copy of any such form resolutions in a minute book of the Organization immediately following this Action by Written Consent; and resolved, further, that any such depository to which a copy of these resolutions has been delivered by Mr. Bissell or Mrs. Alexander is hereby authorized and entitled to rely upon such resolutions for all purposes until it shall have received written notice of the revocation or amendment of these resolutions adopted by the board of directors.

Insurance

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed that Mr. Bissell and Mrs. Alexander are appointed to procure necessary insurance for the Organization.

Management Powers

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed that Mr. Brian Bissell and Mrs. Caitlin Alexander are hereby authorized to sign and execute in the name and on behalf of the Organization all applications, contracts, leases and other deeds and documents or instruments in writing of whatsoever nature that may be required in the ordinary course of business of the Organization and that may be necessary for operation of the corporate affairs, governmental permits and licenses for, and incidental to, the lawful operations of the business of the Organization, and to do such acts and things as Mr. Bissell and Mrs. Alexander deem necessary or advisable to fulfill such legal requirements as are applicable to the Organization and its business.

Ratification

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed that all prior acts done on behalf of the Organization by Mr. Bissell or Mrs. Alexander are hereby ratified and approved as acts of the Organization.

Additional Filings

A motion made by Lew Taylor, seconded by Dave Foster, was unanimously passed that Mr. Bissell and Mrs. Alexander are hereby authorized and directed, for and on behalf of the Organization, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as he or she deems necessary or advisable in order to obtain such licenses, authorizations and permits as are necessary or desirable for the Organization's business, and to fulfill such legal requirements as are applicable to the Organization and its business and to complete the organization of the corporation.

7. Discussion, consideration and possible approval of the Governing Board Meeting Calendar for the next twelve months.

Suggestion 1 - Thursdays	Suggestion 2 - Wednesdays	Alternate Proposal TBD
6/30/2016 • Proposed Budget	6/29/2016 • Proposed Budget	
7/14/2016 • Budget Hearing • Adopted Budget	7/13/2016 • Budget Hearing Adopted Budget	
8/18/2016 • Prop 301 Plan • Academic Goals and Plans	8/17/2016 • Prop 301 Plan Academic Goals and Plans	
10/12/2016 • First benchmark results • Annual financial report	10/11/2016 • First benchmark results Annual financial report	
3/12/2017 • Academic Progress Update • Approval of 2017-2018 calendar • Retention/recruiting plan	3/11/2017 • Academic Progress Update • Approval of 2017-2018 calendar • Retention/recruiting plan	
MONDAY – 5/15/2017 • Final revised budget	MONDAY – 5/15/2017 • Final revised budget	
6/29/2017 • Proposed Budget	6/28/2017 • Proposed Budget	

Lew Taylor made a motion to approve the Thursday Suggestion 1 column for the coming year governing board meetings. Dave Foster seconded the motion which passed unanimously.

H. **ADJOURNMENT**.....Board President
Dave Foster made a motion to adjourn the meeting. Dave Foster seconded the motion which carried unanimously.

Phoenix Advantage Charter School

2016-2017

Academic Year Calendar



Peter Piper
Pizza Back to
School Bash

July 16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

180 day option

August 16

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 16

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 16

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Parent/Tchr Conf. 1/2 day

November 16

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 16

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 17

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 17

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 17

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Parent/Tchr Conf. 1/2 day

April 17

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 17

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 17

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Phoenix Advantage Charter School
3738 North 16th Street
Phoenix, AZ 85016
602-263-8777

COLOR KEY:

First/Last Day of School
Holiday - NO SCHOOL
Galileo Testing
Student Half Days of Instruction
AZELLA Testing
Fall, Winter & Spring Breaks
Teacher Preservice

Important Dates

K & Placement Azella Testing - July 18-22
New Teacher Preservice - July 21 & 22
All Teacher Preservice - July 25-29
First Day of School August 1, 2016
Galileo Testing August 4 - 12
NO SCHOOL Labor Day -09/05/16
Galileo Testing September 22-30
1/2 DAY - 10/07/16
NO SCHOOL October Break - 10/10-14/2016
NO SCHOOL Veteran's Day - 11/11/16
1/2 DAY - 11/23/16
NO SCHOOL Thanksgiving 11/24 & 25
Galileo Testing - December 1-9, 2016
1/2 DAY 12/16/16
NO SCHOOL Winter Break - 12/19/16-1/2/2017
School Resumes - 1/3/17 - TUESDAY
NO SCHOOL MLK Day-1/16/17
NO SCHOOL President's Day -2/20/17
Galileo Testing - March 1-9, 2017
Student Half Day - 03/10/17
NO SCHOOL Spring Break- 03/13 thru 17/2017
NO SCHOOL -04/14/17
Galileo Testing - April 27, 28 & May 1-5
1/2 DAY Last Day of School -5/17/2016

Phoenix Advantage Charter School

2016-2017

Academic Year Calendar



Peter Piper
Pizza Back to
School Bash

July 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 16						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 16						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 16						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 17						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 17						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 17						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 17						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 17						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 17						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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NO SCHOOL Veteran's Day - 11/11/16	
1/2 DAY - 11/23/16	
NO SCHOOL Thanksgiving 11/24 & 25	
Galileo Testing - December 1-9, 2016	
1/2 DAY 12/16/16	
NO SCHOOL Winter Break - 12/19/16-1/2/2017	
School Resumes - 1/3/17 - TUESDAY	
NO SCHOOL MLK Day-1/16/17	
NO SCHOOL President's Day -2/20/17	
Galileo Testing - March 1-9, 2017	
Student Half Day - 03/10/17	
NO SCHOOL Spring Break- 03/13 thru 17/2017	
1/2 DAY Good Friday -04/14/17	
Galileo Testing - May 17-25	
1/2 DAY - May 26th	
NO SCHOOL Memorial Day - 05/29/17	
1/2 DAY Last Day of School - 06/02/17	

PACS DAILY SCHEDULE 2016-2017

	KA	KB	KC	1	1E	2	2E	3	3E	4	4E	5	5E	6	6E	7A	7B	8A	8B		
8:00	Morning Meeting & Pledge																Homeroom, attendance, pledge, Problem of the Day				8:00
8:05																					8:05
8:10																					8:10
8:15																					8:15
8:20	Reading & Language Arts Block																Social Studies 7A	English 7B	Science 8A	Mathematics 8B	8:20
8:25																					8:25
8:30																					8:30
8:35																					8:35
8:40	Specials & Teacher Lunch Break																Social Studies 7A	English 7B	Science 8A	Mathematics 8B	8:40
8:45																					8:45
8:50																					8:50
8:55																					8:55
9:00	Teacher Supervised Recess																Passing				9:00
9:05																	9:05				
9:10																	9:10				
9:15																	9:15				
9:20	Teacher Supervised Lunch																Writing	ELA Review	Writing	Math Review	9:20
9:25																					9:25
9:30																					9:30
9:35																					9:35
9:40	Teacher Supervised Recess																Social Studies 7B	English 7A	Science 8B	Mathematics 8A	9:40
9:45																					9:45
9:50																					9:50
9:55																					9:55
10:00	Teacher Supervised Lunch																Social Studies 7B	English 7A	Science 8B	Mathematics 8A	10:00
10:05																					10:05
10:10																					10:10
10:15																					10:15
10:20	Teacher Supervised Recess																Passing				10:20
10:25																	10:25				
10:30																	10:30				
10:35																	10:35				
10:40	Teacher Supervised Lunch																Social Studies 8A	English 8B	Science 7A	Mathematics 7B	10:40
10:45																					10:45
10:50																					10:50
10:55																					10:55
11:00	Teacher Supervised Recess																Social Studies 8A	English 8B	Science 7A	Mathematics 7B	11:00
11:05																					11:05
11:10																					11:10
11:15																					11:15
11:20	Teacher Supervised Lunch																Passing				11:20
11:25																	11:25				
11:30																	11:30				
11:30																	11:30				

11:35	Arts								Recess	11:35
11:40										11:40
11:45										11:45
11:50			Language Arts						Teacher Supervised Lunch	11:50
11:55	Constructive Play for Inquiry & Exploration									11:55
12:00										12:00
12:05		Math								12:05
12:10										12:10
12:15										12:15
12:20	Social Studies	Recess on Jungle Gym								12:20
12:25			Math							12:25
12:30										12:30
12:35										12:35
12:40	Snack & Recess on Jungle Gym away from PE									12:40
12:45		Math								12:45
12:50										12:50
12:55		Math	Bathroom							12:55
1:00										1:00
1:05				Recess on Jungle Gym						1:05
1:10										1:10
1:15			Social Studies							1:15
1:20	MATH									1:20
1:25		Social Studies								1:25
1:30										1:30
1:35			Social Studies							1:35
1:40										1:40
1:45										1:45
1:50										1:50
1:55	Science									1:55
2:00										2:00
2:05		Science								2:05
2:10			Science							2:10
2:15										2:15
2:20	Prep for Dismiss									2:20
2:25										2:25
2:30	Dismissal and duties until all students are off campus									
2:35										
2:40										
2:45										
2:50										
2:55										
3:00	Teacher Prep, Meeting Time, Etc. See Teacher Schedule Tab for details									
3:15										
3:30										
4:00										

Kindergarten Hours of Annual Instruction Calculations

	full days	half days	TOTAL	
# of days	171	9		
# of minutes	285	170		
total/ year	48735	1530		
hours per year	812.25	25.5		State Rqmt

GRAND Total
of instructional
hours per year **837.75** 356

First - Third Hours of Annual Instruction Calculations

	full days	half days	TOTAL	
# of days	171	9		
# of minutes	310	170		
total/ year	53010	1530		
hours per year	883.5	25.5		State Rqmt

GRAND Total
of instructional
hours per year **909** 720

Fourth - Sixth Hours of Annual Instruction Calculations

	full days	half days	TOTAL	
# of days	171	9		
# of minutes	325	170		
total/ year	55575	1530		
hours per year	926.25	25.5		State Rqmt

GRAND Total
of instructional
hours per year **951.75** 951.75

Seventh - Eighth Hours of Annual Instruction Calculations

	full days	half days	TOTAL	
# of days	171	9		
# of minutes	355	170		
total/ year	60705	1530		
hours per year	1011.75	25.5		State Rqmt

GRAND Total
of instructional
hours per year

1037.25

Narrative to Amend Instruction Days

Applicable LEA: Phoenix Advantage Charter School

LEA CTDS 078714000

LEA Entity ID 4338

Applicable School #1 Phoenix Advantage Charter School

Opened 1998

School #1 CTDS 078714001

School #1 Entity ID School 5512

Current instructional days 192

Requested instructional days 180

Phoenix Advantage recently broke its ties with the former management company Mosaica Education, Inc. (MEI). MEI left the school in poor shape financially, academically and the physical plant was in disrepair. The school has a volunteer board and a single charter rep who are working hard to correct the wrongs committed during MEI's mismanagement.

During its first year of independent operation, the board and the charter rep collaboratively identified teacher retention and student stability as its primary goal. In its last year under MEI's operation, Phoenix Advantage had over five teachers in one fifth grade classroom alone. The board directed the school principal to call former employees for exit interviews. Unanimously, these teachers stated that they felt a lack of support in an extraordinarily difficult work environment that was overly long. Teachers worked 7.5 hours in front of students, another half hour of duty and a 30 minute break that was often cut short. They had little time for planning. Teachers also worked an additional 12 days during the year. Former teachers stated that the students were exhausted, off task and that negative behaviors sky-rocketed and absenteeism rose as the overly long year progressed.

Their anecdotal evidence has been confirmed during the school year. Many parents have requested calendars that match the area schools. Further, the shorter year will provide local leadership with the opportunity to provide training for teachers and prepare them to meet the rigorous challenge of transforming the D-rated Phoenix Advantage Charter School by refocusing, re-visioning and creating a school of excellence.

To better capture the reasons for the charter amendment requests, issues have been organized into three categories:

Student Benefits	Parent Benefits	School Benefits
Increased student engagement due to shorter year. Students don't check out or feel as burnt out. At PACS, students work very hard to make up for educational deficits and they lack focus by May.	Allows for correlation to area school schedules for older siblings and other family members at other schools. The cultural emphasis on family and family obligations is better accommodated with a shorter school year.	Additional time to offer summer programming options and enrichment.
Increased attendance during the additional 12 days of school. Our students often take the last week or two off to leave town. Our largely free and reduced lunch community emphasizes family and family obligations above all else. Ending school earlier is currently occurring regardless of the calendar	Parents can opt to engage their children in summer schools programs, academic tutoring or STEM programs or religious camps since the academic year will no longer prevent enrollment.	Increased planning and preparation time to positively affect the transformation needed to turn PACS into an A-Rated school.
Students are not seeing the academic gains that were anticipated with the longer school year model. This model allows teachers adequate discretion time to add rich content for their students as needed.	We anticipate a gain in student enrollment. Student enrollment has declined at Phoenix Advantage. Some parents have withdrawn because their children have little time left each year to participate in summer camps, family travel, sports, etc.	With a shorter year, administration will provide intensive training to ensure that instruction is rock-solid so that we can gain ground academically in the most expedient manner possible.
Students will be in front of teachers who are prepared and better rested, not burnt out from an overly demanding schedule.	Parents with students who have behavior management issues will see improvement. Students who have behavior problems tend to escalate toward the end of the year. Parents of these students often complain that our year is too long.	Increased students attendance and reduced transportation costs: 12 days X 1386.11/day = \$16,633.32 annual savings
Students will benefit from additional time in their schedules for extra-curricular activities.	Parents enjoy more family time.	Reduction in staff turnover due to burnout and exhaustion. Exit interviews indicate long school year as a motivating factor to leave the organization.

This amendment request meets the guidelines in ARS 12-901 as outlined below: <http://www.azleg.state.az.us/ars/15/00901.htm>

Age Group	ARS12-901 Annual Hours Required	PACS Proposed Hours
Kindergarten	356	837.75
First - Third	720	909
Fourth - Sixth	890	951.75
Seventh - Eighth	1000	1037.25

Timeline for Adoption:

1. April, 2016 – Developed an amendment with input from various stakeholders including parents, teachers, athletic league, community partners and students. Developed a 180-day calendar and a 192-day calendar with the school start date remaining static. Any new families to the community will be advised of the two calendar options for the year and all stakeholders will be immediately notified via School Messenger, Facebook, and a notice send home with students and the School Website following the ASBCS August Meeting.
2. April, 2016 – Phoenix Advantage Charter School Governing Board Meeting held to adopt proposed charter amendment. The Governing Board will also approve the 2016-2017 calendar based on the current 192 day requirement with the provision that if the charter amendment is approved during the ASBCS August meeting that the proposed 180-day calendar would become the official school calendar for the 2016-2017 school year.
3. May, 2016 – Upload the tentative board approved 2016-2017 calendar and notify our school finance specialist that we intend to amend the calendar in August or September if the charter amendment is approved.
4. May, 2016 – Notify all contract recipients for PACS business that we have two calendar options and that we will notify them pending approval at either the August or September meeting.
5. May, 2016 – submit amendment and required documents via ASBCS Online.
6. August or September 12, 2016 – Attend the ASBCS August or September meeting to determine if the amendment has been approved. If it is approved, all stakeholders will be immediately notified via School Messenger, Facebook, a notice send home with students and the School Website following the ASBCS August or September Meeting.



Instructional Days Amendment Request

Charterholder Info

Charter Holder

Name:
StrengthBuilding Partners

CTDS:
10-82-27-000

Mailing Address:
P.O. Box 91313
Tucson, AZ 85752
[View detailed
> info](#)

Representative

Name:
Pamela Clark-Raines

Phone Number:

Downloads

[Download all files](#)

Contractual Days

204

To
200

Fiscal Year Effective Date
FY17

Type of Change
Permanent Change

Attachment

Board Minutes — [Download File](#)

School Calendar — [Download File](#)

Daily Instructional Schedule — [Download File](#)

Narrative — [Download File](#)

Additional Information
No documents were uploaded.

Signature

Charter Representative Signature
Pamela Clark-Raines 05/20/2016

Minutes
Las Puertas Community School
Board Meeting
Thursday, April 28, 2016
6:00 PM

Board Members Present

Pamela Clark-Raines, Allison Ewing-Cooper, Pete Guerrero, Leticia Lujan

Board Members Absent

None

Ex officio Members Present

Pamela Cornell

Guests Present

Lupita Garcia

I. Opening Items

Call Meeting to Order

Leticia Lujan called a meeting of the board of trustees of Las Puertas Community School to order on Thursday, April 28, 2016 @ 06:10 PM at Las Puertas Community School.

Pledge of Allegiance

Approve Minutes

Allison Ewing-Cooper made a motion to approve minutes. Pete Guerrero seconded the motion.

II. Information and Action Items

Outreach & Student Recruitment

We currently have 71 students enrolled. Mariel Colorado continues to canvass on Saturdays. Students have taken home enrollment packets for the 2016-17 school year; completed packets are starting to come in and are being tracked.

Facility Planning for 2016-17

We visited a facility located at Tucson Business Park. As it stands, this facility does not need too much work, it looks very promising. Plumbing is in place, sprinkler system is in place, but bathrooms would have to be added along with a few walls.

III. Financials

Budget

Due date for revised budget is May 15, 2016. Budget for the 2016-17 school year was reviewed and approved. Leticia Lujan made a motion to approve the revised 2016-17 budget. Allison Ewing-Cooper seconded the motion. The board VOTED to approve the motion.

Impact-Aid Grant

No issues. Application is being reviewed by attorneys.

SPED Additional Funding

Discussion on Charter School Expansion Act Grant and the possibility of applying for this grant.

Reduce Schedule Options

Pamela Cornell is working on an early dismissal schedule of 3:30 PM or a Reduction in Force. Outcome will be presented at next month's meeting.

Salary Options Planning

Salaries with a possibility of bonuses, are being revised.

IV. New Business/Old Business Updates

Calendar FY 2017 Change from 204 to 200 days of instruction

TUSD, Sunny Side and Catalina district school calendars were analyzed. Las Puertas Community School decided to change their calendar from 204 to 200 instructional days for the 2016-17 school year. Pete Lujan made a motion to approve the 200 day instructional calendar for Las Puertas Community School. Allison Ewing-Cooper seconded the motion. The board VOTED to approve the motion.

Corrective Action Plan update

Information Item: Complete.

Bus Status

Las Puertas Community School has received numerous complaints about the school bus driver from students. Due to issues with the driver, service with Beeline Transportation has temporarily been suspended. Las Puertas hopes to have the bus route re-established by May 3.

Business Services Options

Michelle Diamond is preparing a quote for our school; information to follow next month.

Prop 123 / Proposed Private Charter Legislation

Discussion regarding the financial impact of whether or not prop passes.

V. Closing Items

Adjourn Meeting

Pamela Clark-Raines made a motion to adjourn the meeting.

Pete Guerrero seconded the motion.

The board **VOTED** to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 07:46 PM.

Respectfully Submitted,
L. Garcia

LAS PUERTAS COMMUNITY SCHOOL: 2016-2017 CALENDAR

1 **First Day of School**

26 **Early Release (12:30 PM)**

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17 **Early Release (12:30 PM)**

23-24 **Rodeo Break**

5 **Labor Day**

16 **Prof. Dev., NO SCHOOL**

28 **Early Release (12:30 PM)**

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

9-10 **Prof. Dev., NO SCHOOL**

20-24 **Spring Break**

31 **Early Release (12:30 PM)**

10-14 **Fall Break**

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13-14 **Easter Break**

17 **Prof. Dev., NO SCHOOL**

2 **Early Release (12:30 PM)**

10 **Prof. Dev., NO SCHOOL**

11 **Veterans Day**

23-25 **Thanksgiving Break**

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 **Early Release (12:30 PM)**

25-26 **Prof. Dev., NO SCHOOL**

29 **Memorial Day**

7 **Early Release (12:30 PM)**

26-30 **Winter Break**

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

7 **Early Release (12:30 PM)**

28 **Last Day of School**

29-30 **Prof. Dev., NO SCHOOL**

2-6 **Winter Break**

16 **MLK Day**

20 **Early Release (12:30 PM)**

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Please Note: School will be dismissed at 2:00 PM on all Wednesdays (except where indicated otherwise) for Professional Development.

Las Puertas Community School

DAILY SCHEDULE

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
1st Period	9:00 - 10:05 AM* Science	9:00 - 10:05 Social Studies	9:00 - 10:05 Algebra	9:00 - 10:05 English I	9:00 - 10:05 Chemistry
2nd Period	10:08 - 11:13 AM Social Studies	10:08 - 11:13 AM Science	10:08 - 11:13 AM English	10:08 - 11:13 AM Physics	10:08 - 11:13 AM World Cultures II
3rd Period	11:16 - 12:21 PM English	11:16 - 12:21 PM Math	11:16 - 12:21 PM Social Studies	11:16 - 12:21 PM Math I	11:16 - 12:21 PM English II
	12:24 - 12:54 PM Lunch	12:24 - 12:54 PM Lunch	12:24 - 12:39 PM ECAP	12:24 - 12:39 PM ECAP	12:24 - 12:54 PM Lunch
	12:57 - 1:12 PM Silent Sustained Reading	12:57 - 1:12 PM Silent Sustained Reading	12:42 - 1:12 PM Lunch	12:42 - 1:12 PM Lunch	12:57 - 1:12 PM ECAP
4th Period	1:15 - 2:20 PM Math	1:15 - 2:20 PM English	1:15 - 2:20 PM Science	1:15 - 2:20 PM World Cultures I	1:15 - 2:20 PM Math II
5th Period	2:23 - 3:10 PM Elective I	2:23 - 3:10 PM Elective I	2:23 - 3:10 PM Elective I	2:23 - 3:10 PM Elective I	2:23 - 3:10 PM Elective I
6th Period	3:13 - 4:00 PM Elective II	3:13 - 4:00 PM Elective II	3:13 - 4:00 PM Elective II	3:13 - 4:00 PM Elective II	3:13 - 4:00 PM Elective II
Wednesday Schedule					
1st Period 9:00 - 9:50**	Science	Social Studies	Algebra	English I	Chemistry
2nd Period 9:53 - 10:43	Social Studies	Science	English	Physics	World Cultures II
3rd Period 10:46 - 11:36	English	Math	Social Studies	Math I	English II
4th Period 11:39 - 12:29	Math	English	Science	World Cultures I	Math II
Lunch	12:31 - 1:01	12:31 - 1:01	12:31 - 1:01	12:31 - 1:01	12:31 - 1:01
Academic Projects	1:04 - 2:00 PM	1:04 - 2:00 PM	1:04 - 2:00 PM	1:04 - 2:00 PM	1:04 - 2:00 PM

* Monday through Thursday classes run for 6.5 hours with an additional 1/2 hour for lunch at 12:30

** Wednesdays are early release for Professional Development, classes run for 4.5 hours with an additional 1/2 hour for lunch

Las Puertas Community School Early Release Schedule

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade
1st Period	9:00 - 9:45 AM* Science	9:00 - 9:45 AM Social Studies	9:00 - 9:45 AM Algebra	9:00 - 9:45 AM English I	9:00 - 9:45 AM Chemistry
2nd Period	9:48 - 10:33 AM Social Studies	9:48 - 10:33 AM Science	9:48 - 10:33 AM English	9:48 - 10:33 AM Physics	9:48 - 10:33 AM Social Studies
3rd Period	10:36 - 11:21 AM English	10:36 - 11:21 AM	10:36 - 11:21 AM Social Studies	10:36 - 11:21 AM Math I	10:36 - 11:21 AM English II
4th Period	11:24 - 12:09 PM Math	11:24 - 12:09 PM English	11:24 - 12:09 PM Science	11:24 - 12:09 PM World Cultures	11:24 - 12:09 PM Geometry
Lunch	12:12 - 12:42	12:12 - 12:42	12:12 - 12:42	12:12 - 12:42	12:12 - 12:42
Dismissal	12:42 PM	12:42 PM	12:42 PM	12:42 PM	12:42 PM

*Early Release Day classes run for 3 hours with an additional ½ hour for lunch.

Narrative: Request for a change in Calendar for StrengthBuilding Partners/Las Puertas Community School from 204 days to 200 days.

1. Reason for change: Las Puertas Community School is situated adjacent to both the Sunnyside Unified School District and Tucson Unified School District. Since its inception in FY15, the administration of Las Puertas has worked to align our calendars of instructional days, holidays and vacation days with that of each district as closely as is possible. In doing so, we hope to accommodate our families who have children in neighboring districts in grades we do not serve. We believe that a revision in our calendar by a reduction to 200 days will keep our mission as a year round school alive while aligning our calendar more closely with the neighboring districts. This will help to reduce absences that occur due to family calendar conflicts.
2. With the attached 200 day calendar which includes: a 9 – 4 instructional day (with a ½ hour lunch), early release Wednesdays for Professional Development and nine early release days to allow faculty time to review assessments and revise student placements based upon these assessments, there is a total of 1,192.5 instructional hours. This number of hours is well over the 1,000 plus 10% (100) hours required for schools with a 200 day calendar for seventh and eighth graders, who require the highest number of instructional hours of the grades 6 – 10 which Las Puertas will serve in the FY17 academic year. Thus, all the remaining grade levels also will receive more than the required number of hours for their grade.
3. StrengthBuilding Partners operates Las Puertas only.
4. Las Puertas would like to implement this change at the start of the 2016-2017 academic school year. Currently, the Arizona State Board of Charter Schools is reviewing our letter regarding the addition of the 10th grade for the FY17 school year as per our charter contract which increases our enrollment cap to a total of 250 students.

AGENDA ITEM: Surrender Agreement – Ahwatukee Foothills Prep, Inc.

Issue

Ahwatukee Foothills Prep, Inc. has submitted a Voluntary Surrender and Charter Termination Agreement (“Surrender Agreement”).

Background

Ahwatukee Foothills Prep, Inc. is approved to operate Mosaica Preparatory Academy of Chandler serving grades K through 9 and Mosaica Online of Arizona serving grades K through 8.

Mosaica Preparatory Academy of Chandler was closed as of June 30, 2015 as the result of the insolvency of Mosaica Education, Inc., which previously managed both schools.

Mosaica Online of Arizona ceased operations as of June 30, 2016. In May 2016, the Board approved adding this site to the Ahwatukee Foothills Prep Early College High School, Inc. charter effective July 1, 2016.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Board Options

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Voluntary Surrender and Charter Termination Agreement for Ahwatukee Foothills Prep, Inc.

Appendix A

VOLUNTARY SURRENDER AND CHARTER TERMINATION AGREEMENT

This Voluntary Surrender and Charter Termination Agreement (“Agreement”) is made by and between Ahwatukee Foothills Prep, Inc. (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona, and the Arizona State Board for Charter Schools (“Board”), collectively referred to herein as the “Parties”.

RECITALS

1. The Charter Operator is approved to operate Mosaica Preparatory Academy of Chandler and Mosaica Online of Arizona (collectively, “the Schools”), charter schools established pursuant to A.R.S. § 15-181 et seq.
2. The Schools operate pursuant to a charter contract (“Charter”) executed on June 30, 2004 between the Charter Operator and the Board.
3. Leanne Bowley and Martha Morgan are the Charter Representatives and each are persons authorized to execute documents on behalf of the Charter Operator.
4. Mosaica Preparatory Academy of Chandler was closed as of June 30, 2015 as the result of the insolvency of Mosaica Education, Inc., which previously managed the Schools.
5. Mosaica Online of Arizona’s operations under the Charter ceased as of June 30, 2016.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective 11:59 p.m. on June 30, 2016 for the purpose of further performance.
2. The Board accepts the surrender of the Charter for the operation of the Schools.

3. The Charter between the Charter Operator and the Board for the operation of the Schools is terminated effective 11:59 p.m. on June 30, 2016 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective as of 11:59 p.m. on June 30, 2016 upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. The custodian of all student records of the Schools is Phoenix Advantage Charter School located at 3738 N. 16th Street, Phoenix, AZ 85016. All student records of the Schools shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.

7. The Charter Operator will submit all requisite student level data pertaining to Mosaica Online of Arizona for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education ("Department") through AzEDS in the manner directed by the Department.

8. The Charter Operator is permitted to receive state equalization assistance funds pertaining to Mosaica Online of Arizona for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

9. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

10. The Charter Operator is permitted to receive Classroom Site Funds pertaining to Mosaica Online of Arizona for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

11. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

12. The Charter Operator shall submit any outstanding grant reports pertaining to Mosaica Online of Arizona and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator is permitted to receive Instructional Improvement Funds pertaining to Mosaica Online of Arizona for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

14. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

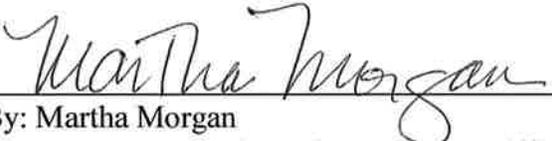
15. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

16. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

AHWATUKEE FOOTHILLS PREP, INC.


By: Martha Morgan
Charter Representative, Ahwatukee Foothills Prep, Inc.
Date: 7/28/16

COPY mailed this
____ day of _____, 2016 to:
Ahwatukee Foothills Prep, Inc.
Attention: Leanne Bowley and Martha Morgan, Charter Representatives
10210 S. 50th Place
Phoenix, AZ 85044

By _____

AGENDA ITEM: Surrender Agreement – El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 87440)

Issue

El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 87440) has submitted a Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Surrender Agreement”).

Background

El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 87440) operates Paulo Freire Freedom School serving grades 6 through 8. On April 27, 2016, the charter representative notified staff of its intent to merge operations with another charter holder and surrender the charter contract at the close of the 2015-2016 school year.

According to information provided by the charter representative, parents and students have been notified of the closure and were provided assistance in enrolling in other schools.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A below.

Board Options

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract for El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 87440).

Appendix A

CONSENT AGREEMENT FOR THE VOLUNTARY SURRENDER AND TERMINATION OF THE CHARTER CONTRACT

This Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Agreement”) is made by and between El Pueblo Integral – Teaching and Learning Collaborative (Arizona Department of Education Entity ID Number 87440) (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating Paulo Freire Freedom School, a charter school, and the Arizona State Board for Charter Schools (“Board”) collectively referred to herein as the “Parties”.

JURISDICTION

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. An approved plan to establish a charter school is effective for fifteen years. A.R.S. § 15-183(I). The charter may be amended at the request of the governing body of the charter school and on approval of the Board. A.R.S. § 15-183(G). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter. A.R.S. § 15-183(I)(3). The charter may be renewed for successive period of twenty years. A.R.S. § 15-183(J).

RECITALS

1. The Charter Operator operates Paulo Freire Freedom School (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on June 30, 2005 between the Charter Operator and the Board.
3. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter

Operator to operate one school site to serve students in grades six through eight.

4. JoAnn Groh is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

5. As part of its plan for the long-term viability of the School, the Charter Operator notified the Board on April 27, 2016 of its intent to merge operations with another charter holder and surrender the Charter at the close of the 2015-2016 school year.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective June 30, 2016 for the purpose of further performance.

2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective June 30, 2016 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. No later than June 30, 2016, the Charter Operator shall deliver a complete copy of each student's educational record to the student's parent or legal guardian for each student enrolled in the School in the 2015-2016 school year.

7. By June 30, 2016, the Charter Operator shall identify and notify the Board of the custodian of all student records of the School. The notification shall include the physical address of the location of the records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.

8. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education ("Department") through the Student Accountability Information System ("SAIS") in the manner directed by the Department.

9. The Charter Operator is entitled to receive state equalization assistance funds for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

10. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

11. The Charter Operator is entitled to receive Classroom Site Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

12. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

14. The Charter Operator is entitled to receive Instructional Improvement Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

15. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

16. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

17. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

EL PUEBLO INTEGRAL – TEACHING AND LEARNING COLLABORATIVE (ARIZONA
DEPARTMENT OF EDUCATION ENTITY ID NUMBER 87440)



By: JoAnn Groh
Charter Representative, El Pueblo Integral – Teaching and Learning Collaborative
Date: 6/23/16

COPY mailed this _____ day of _____, 2016 to:

El Pueblo Integral – Teaching and Learning Collaborative
Attention: JoAnn Groh, Charter Representative
3851 N. Vines End Place
Tucson, AZ 85719

By _____

AGENDA ITEM: Surrender Agreement – El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 91959)

Issue

El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 91959) has submitted a Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Surrender Agreement”).

Background

El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 91959) operates Paulo Freire Freedom School (PF2) serving grades 6 through 8. On April 27, 2016, the charter representative notified staff of its intent to merge operations with another charter holder and surrender the charter contract at the close of the 2015-2016 school year.

According to information provided by the charter representative, parents and students have been notified of the closure and were provided assistance in enrolling in other schools.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A below.

Board Options

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract for El Pueblo Integral – Teaching and Learning Collaborative (Entity ID 91959).

Appendix A

CONSENT AGREEMENT FOR THE VOLUNTARY SURRENDER AND TERMINATION OF THE CHARTER CONTRACT

This Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Agreement”) is made by and between El Pueblo Integral – Teaching and Learning Collaborative (Arizona Department of Education Entity ID Number 91959) (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating Paulo Freire Freedom School (PF2), a charter school, and the Arizona State Board for Charter Schools (“Board”) collectively referred to herein as the “Parties”.

JURISDICTION

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. An approved plan to establish a charter school is effective for fifteen years. A.R.S. § 15-183(I). The charter may be amended at the request of the governing body of the charter school and on approval of the Board. A.R.S. § 15-183(G). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter. A.R.S. § 15-183(I)(3). The charter may be renewed for successive period of twenty years. A.R.S. § 15-183(J).

RECITALS

1. The Charter Operator operates Paulo Freire Freedom School (PF2) (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on January 8, 2014 between the Charter Operator and the Board.
3. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter

Operator to operate one school site to serve students in grades six through eight.

4. Santo Nicotera is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

5. As part of its plan for the long-term viability of the School, the Charter Operator notified the Board on April 27, 2016 of its intent to merge operations with another charter holder and surrender the Charter at the close of the 2015-2016 school year.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective June 30, 2016 for the purpose of further performance.

2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective June 30, 2016 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. No later than June 30, 2016, the Charter Operator shall deliver a complete copy of each student's educational record to the student's parent or legal guardian for each student enrolled in the School in the 2015-2016 school year.

7. By June 30, 2016, the Charter Operator shall identify and notify the Board of the custodian of all student records of the School. The notification shall include the physical address of the location of the records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.

8. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education ("Department") through the Student Accountability Information System ("SAIS") in the manner directed by the Department.

9. The Charter Operator is entitled to receive state equalization assistance funds for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

10. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

11. The Charter Operator is entitled to receive Classroom Site Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

12. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

14. The Charter Operator is entitled to receive Instructional Improvement Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

15. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

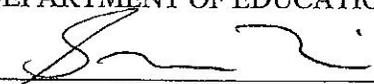
16. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

17. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

EL PUEBLO INTEGRAL – TEACHING AND LEARNING COLLABORATIVE (ARIZONA DEPARTMENT OF EDUCATION ENTITY ID NUMBER 91959)



By: Santo Nicotera
Charter Representative, El Pueblo Integral – Teaching and Learning Collaborative
Date: 6/23/16

COPY mailed this _____ day of _____, 2016 to:

El Pueblo Integral – Teaching and Learning Collaborative
Attention: Santo Nicotera, Charter Representative
3851 N. Vines End Place
Tucson, AZ 85719

By _____

AGENDA ITEM: Surrender Agreement – Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (Entity ID 90326)

Issue

Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (Entity ID 90326) has submitted a Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Surrender Agreement”).

Background

Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (Entity ID 90326) operates Ombudsman – Charter East, Ombudsman – Charter East II, and Ombudsman – Charter Valencia serving grades 9 through 12. Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America also operates schools under a second charter contract (Entity ID 4323) that is not affected by this agreement.

On February 4, 2016, the Board approved the transfer of the operation of Ombudsman – Charter East, Ombudsman – Charter East II, and Ombudsman – Charter Valencia from the charter contract assigned Entity ID 90326 to the charter contract assigned Entity ID 4323 effective July 1, 2016.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Board Options

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract for Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (Entity ID 90326).

Appendix A

**CONSENT AGREEMENT FOR THE VOLUNTARY SURRENDER AND
TERMINATION OF THE CHARTER CONTRACT**

This Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract ("Agreement") is made by and between Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America (aka Ombudsman Educational Services, Ltd.) ("Charter Operator"), a for-profit corporation authorized to transact business in the state of Arizona and operating Ombudsman – Charter East, Ombudsman – Charter East II, and Ombudsman – Charter Valencia, charter schools, and the Arizona State Board for Charter Schools ("Board") collectively referred to herein as the "Parties".

JURISDICTION

The Board is charged by Arizona Revised Statutes ("A.R.S.") §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. An approved plan to establish a charter school is effective for fifteen years. A.R.S. § 15-183(I). The charter may be amended at the request of the governing body of the charter school and on approval of the Board. A.R.S. § 15-183(G). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter. A.R.S. § 15-183(I)(3). The charter may be renewed for successive period of twenty years. A.R.S. § 15-183(J).

RECITALS

1. The Charter Operator operates Ombudsman – Charter East, Ombudsman – Charter East II, and Ombudsman – Charter Valencia (collectively, "the Schools"), charter schools established pursuant to A.R.S. § 15-181 *et seq.*
2. The Charter Operator also operates schools under a second charter contract

(CTDS No. 07-87-67-000)¹ that is not affected by this Agreement.

3. The Schools operate pursuant to a renewal charter contract (CTDS No. 07-85-63-000) ("Charter") executed on June 3, 2011 between the Charter Operator and the Board.

4. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter Operator to operate three school sites to serve students in grades nine through twelve.

5. Allison O'Neill is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

6. On February 4, 2016, the Board approved the transfer of the operation of Ombudsman -- Charter East, Ombudsman – Charter East II, and Ombudsman – Charter Valencia from the Charter to charter contract CTDS No. 07-87-67-000 effective July 1, 2016.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective June 30, 2016 for the purpose of further performance.

2. The Board accepts the surrender of the Charter for the operation of the Schools.

3. The Charter between the Charter Operator and the Board for the operation of the Schools is terminated effective June 30, 2016 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

¹ The "CTDS No." is the nine digit number used by the Arizona Department of Education to identify a charter contract.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.
6. By June 30, 2016, the Charter Operator shall identify and notify the Board of the custodian of all student records of the Schools. The notification shall include the physical address of the location of the records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.
7. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education ("Department") through the Student Accountability Information System ("SAIS") in the manner directed by the Department.
8. The Charter Operator is entitled to receive state equalization assistance funds for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.
9. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.
10. The Charter Operator is entitled to receive Classroom Site Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.
11. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.
12. The Charter Operator shall submit any outstanding grant reports and shall refund any

outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator is entitled to receive Instructional Improvement Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

14. Nothing in this Agreement is intended to prevent the Charter Operator from exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

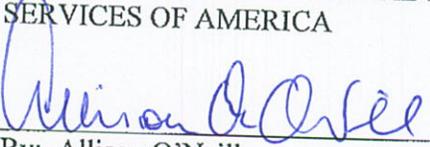
15. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

16. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

OMBUDSMAN EDUCATIONAL SERVICES, LTD., A SUBSIDIARY OF EDUCATIONAL SERVICES OF AMERICA



By: Allison O'Neill
Charter Representative, Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America
Date: 6/24/16

COPY mailed this

_____ day of _____, 2016 to:

Ombudsman Educational Services, Ltd., a subsidiary of Educational Services of America
Attention: Allison O'Neill, Charter Representative
1585 North Milwaukee Avenue, Suite 2
Libertyville, IL 600448

By _____

AGENDA ITEM: Surrender Agreement – Tempe Preparatory Junior Academy

Issue

Tempe Preparatory Junior Academy has submitted a Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Surrender Agreement”).

Background

Tempe Preparatory Junior Academy operates a school with the same name that is authorized to serve grades 5 through 8. On May 5, 2016, Tempe Preparatory Junior Academy notified the Board of its intent to surrender the charter at the close of the 2015-2016 school year. In June 2016, the Board approved adding grade 6 to the Tempe Preparatory Academy charter effective August 8, 2016.

A copy of the proposed terms of the Surrender Agreement is included in Appendix A.

Board Options

The Board may adopt the terms of the Surrender Agreement. Staff recommends the following language for consideration: I move that the Board adopt the Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract for Tempe Preparatory Junior Academy.

Appendix A

CONSENT AGREEMENT FOR THE VOLUNTARY SURRENDER AND TERMINATION OF THE CHARTER CONTRACT

This Consent Agreement for the Voluntary Surrender and Termination of the Charter Contract (“Agreement”) is made by and between Tempe Preparatory Junior Academy (“Charter Operator”), a nonprofit corporation organized under the laws of the state of Arizona and operating Tempe Preparatory Junior Academy, a charter school, and the Arizona State Board for Charter Schools (“Board”) collectively referred to herein as the “Parties”.

JURISDICTION

The Board is charged by Arizona Revised Statutes (“A.R.S.”) §§ 15-182(E)(1) and (2) and 15-183(R) with granting charter status to qualifying applicants for charter schools and exercising general supervision over the charter schools it sponsors. An approved plan to establish a charter school is effective for fifteen years. A.R.S. § 15-183(I). The charter may be amended at the request of the governing body of the charter school and on approval of the Board. A.R.S. § 15-183(G). The Board may revoke a charter of a school it sponsors at any time if the charter school breaches one or more provisions of its charter. A.R.S. § 15-183(I)(3). The charter may be renewed for successive period of twenty years. A.R.S. § 15-183(J).

RECITALS

1. The Charter Operator operates Tempe Preparatory Junior Academy (“the School”), a charter school established pursuant to A.R.S. § 15-181 *et seq.*
2. The School operates pursuant to a charter contract (“Charter”) executed on July 3, 2008 between the Charter Operator and the Board.
3. Pursuant to A.R.S. § 15-183 and the Charter, the Board sponsors the Charter Operator to operate one school site to serve students in grades five through eight.

4. Chad Sampson is the Charter Representative and person authorized to execute documents on behalf of the Charter Operator.

5. On May 5, 2016, the Charter Operator notified the Board of its intent to surrender the Charter at the close of the 2015-2016 school year.

AGREEMENT

The Parties agree as follows:

1. The Charter Operator voluntarily tenders and surrenders the Charter to its sponsor, the Board, with the intent to voluntarily terminate its Charter effective June 30, 2016 for the purpose of further performance.

2. The Board accepts the surrender of the Charter for the operation of the School.

3. The Charter between the Charter Operator and the Board for the operation of the School is terminated effective June 30, 2016 for the purpose of further performance.

4. This Agreement is not binding on the Parties until both the Board and the Charter Operator's governing board accept it by the number of votes necessary to pass a measure at a public meeting. This Agreement is effective immediately upon its approval and execution by the authorized representatives of the Charter Operator and the Board.

5. If the Board rejects this Agreement or any part of it, then this Agreement is null and void, and not binding on the Charter Operator or the Board.

6. By ~~June~~^{July} 30, 2016, the Charter Operator shall identify and notify the Board of the custodian of all student records of the School. The notification shall include the physical address of the location of the records. All student records shall be maintained in accordance with the Student Records Retention Schedule provided by the Arizona Library and Archives division of the Arizona Secretary of State's Office.

7. The Charter Operator will submit all requisite student level data for its receipt of state equalization funding for the 2015-2016 school year to the Arizona Department of Education (“Department”) through the student accountability information system in the manner directed by the Department.

8. The Charter Operator is entitled to receive state equalization assistance funds for the 2015-2016 school year to which it is entitled under the school funding formula provided in Arizona law, but no more.

9. The Charter Operator shall refund any overpayment of state equalization assistance funds in the amount determined by the Department in the manner directed by the Department.

10. The Charter Operator is entitled to receive Classroom Site Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Classroom Site Funds in a manner consistent with the intent as specified in A.R.S. § 15-977.

11. The Charter Operator shall refund any overpayment of Classroom Site Funds in the amount determined by the Department in the manner directed by the Department.

12. The Charter Operator shall submit any outstanding grant reports and shall refund any outstanding grant monies or allocation of education funds in the amount determined by the Department in the manner directed by the Department.

13. The Charter Operator is entitled to receive Instructional Improvement Funds for the 2015-2016 school year to which it is entitled under the provisions of Arizona law, but no more. The Charter Operator shall expend the Instructional Improvement Funds in a manner consistent with the intent as specified in A.R.S. § 15-979.

14. Nothing in this Agreement is intended to prevent the Charter Operator from

exercising its rights under statutes or regulations to contest amounts determined by the Department to be owed by the Charter Operator.

15. The Charter Operator understands that it has the legal right to consult with an attorney prior to entering into this Agreement.

16. The Parties shall be responsible for their own attorneys' fees and costs in this matter.

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

By: Kathy Senseman
President, Arizona State Board for Charter Schools
Date: _____

TEMPE PREPARATORY JUNIOR ACADEMY



By: Chad Sampson
Charter Representative, Tempe Preparatory Junior Academy
Date: _____

COPY ^{emiled} mailed this
^{28th} day of ^{July}, 2016 to:

Tempe Preparatory Junior Academy
Attention: Chad Sampson, Charter Representative
1251 E. Southern Avenue
Tempe, AZ 85282

By _____

Blueprint Education, Inc. - Entity ID 81041
 Hope High School, Hope High School Online, and Blueprint High School
Renewal Executive Summary

I. Performance Summary

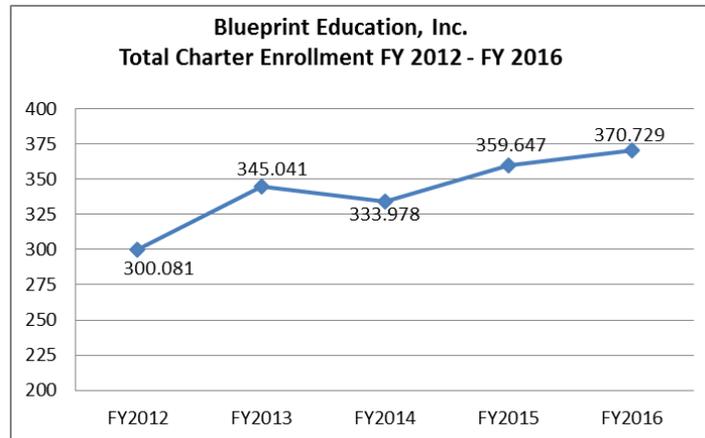
Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” financial performance, the Charter Holder was waived from submission requirements for the renewal application. For “Not Acceptable” academic performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

At the time Blueprint Education, Inc. became eligible to apply for renewal the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and pursuant to the Board’s processes at that time was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The Charter Holder was unable to demonstrate that two of the three schools are making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Hope High School, Hope High School Online, and Blueprint High School received overall ratings of “Does Not Meet” the Board’s academic standards.

II. Profile

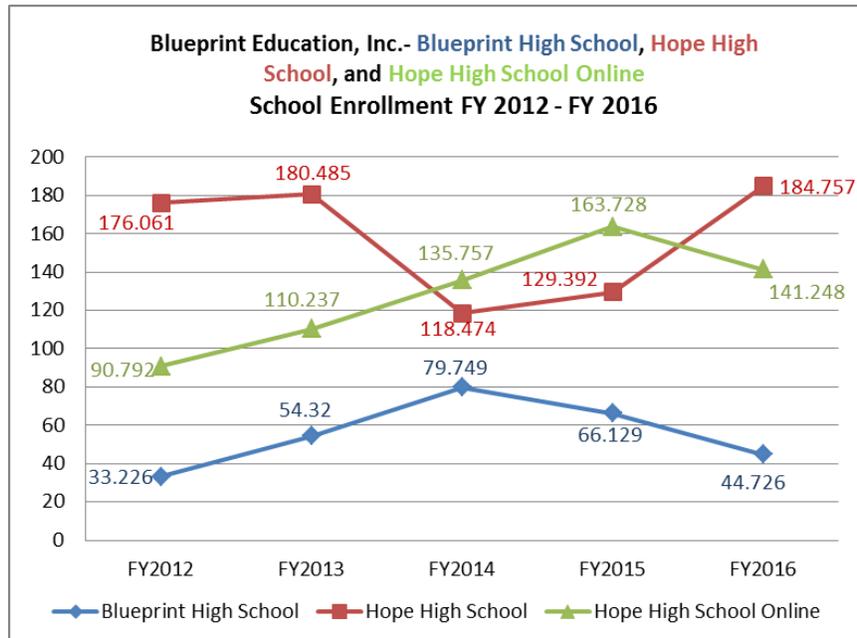
Blueprint Education, Inc. operates three schools, Hope High School, Hope High School Online, and Blueprint High School, serving grades 9 -12 in Phoenix, Glendale, and Chandler. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2016.



¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



The graph below shows the Charter Holder’s actual 100th day ADM for fiscal years 2012-2016 broken down by school site.

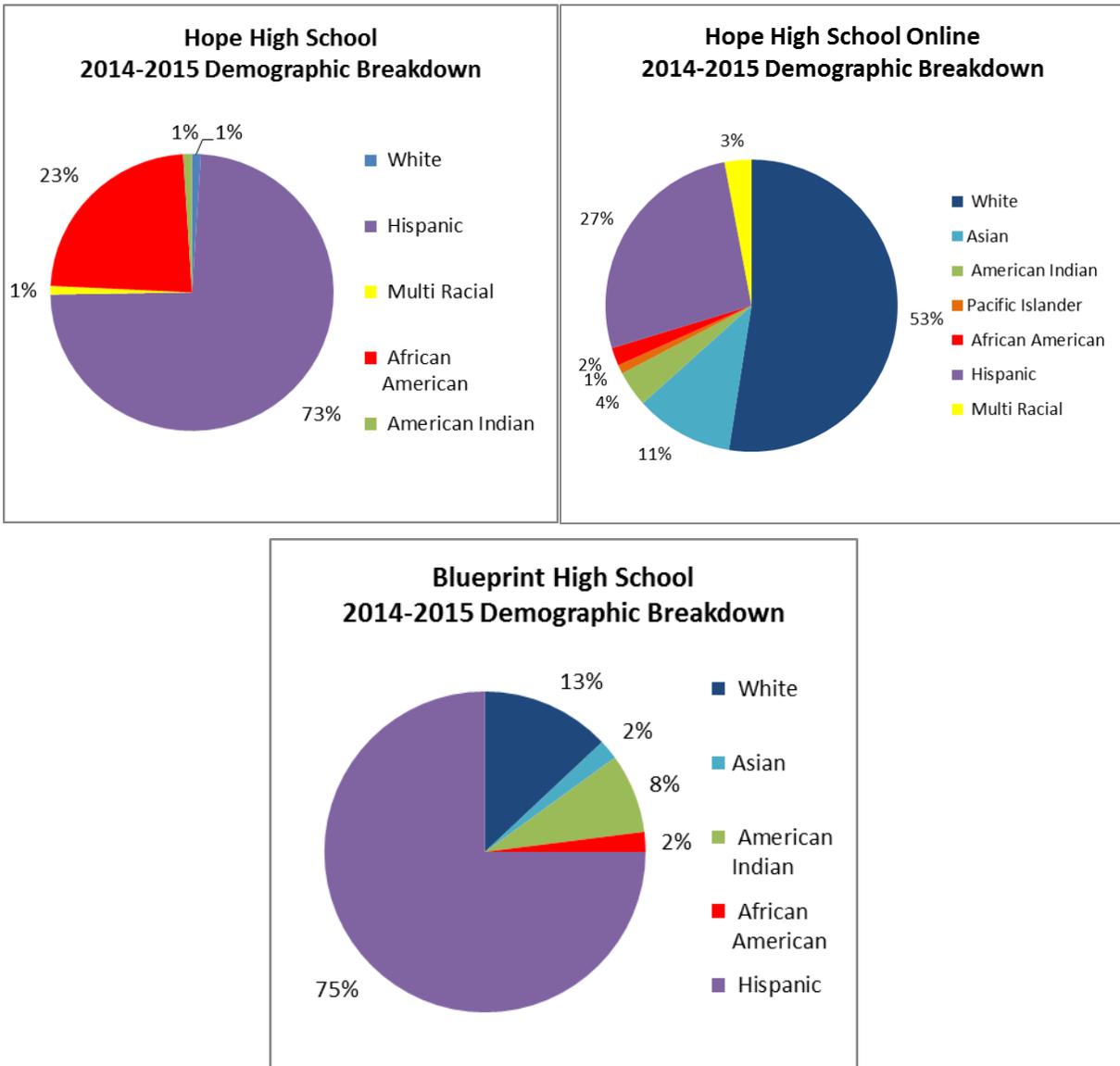


The academic performance of Hope High School, Hope High School Online, and Blueprint High School is represented in the table below. The Academic Dashboards for each school can be seen in appendix: B. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Hope High School	09/02/2003	9-12	53.75/D-ALT	61.25/D-ALT	49.58/F
Hope High School Online	08/01/2003	9-12	62.5/D-ALT	56.58/NR	43.75/D-DL
Blueprint High School	08/03/2009	9-12	52.50/B-ALT	56.25/D-ALT	54.38/C-ALT



The demographic data for Hope High School, Hope High School Online, and Blueprint High School from the 2014-2015 school year is represented in the charts below.²



² Information provided by the Research and Evaluation Division of the ADE.



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.³

School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Hope High School	77%	3%	13%
Hope High School Online	*	*	6%
Blueprint High School	75%	*	18%

Blueprint Education, Inc. has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Hope High School

Hope High School received a letter grade of F and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school site is located in Phoenix near South 75th Avenue and West Lower Buckeye Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There is one alternative school serving grades 9-12 within a five mile radius of Hope High School that received an A-F letter grade. The table below provides a breakdown of that school. The school is identified by its A - F letter grade assigned by the ADE. The table identifies if that school scored above average on the AzMERIT, had comparable scores to those of Hope High School, if it’s a charter school and if it met the Board’s academic performance standard for FY 2014.

Hope High School				ELA 4%	Math 3%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
D-ALT	1	0	0	0	1	1	0

The table below identifies that there are no schools within a five mile radius of Hope High School serving a comparable percentage of students (± 5%) in the identified subgroups.⁴

Hope High School	77%	3%	13%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
D-ALT	0	0	0

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

⁴ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



Hope High School Online

Hope High School Online received a letter grade of D-DL, and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 14. The school site is located in Glendale near West Bell Road and North 57th Avenue. The following information identifies additional distance learning schools and the academic performance of those schools.

There are 20 distance learning schools serving grades 9–12 that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Leading Edge Online Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Hope High School Online			ELA 44%	Math 38%		
Letter Grade	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
B-DL	4	3	2	2	3	0
C-DL	2	1	1	1	3	0
D-DL	0	0	0	0	1	0
F	0	0	0	0	1	0

The table below presents the number of distance learning schools, sorted by FY 2014 letter grade, serving a comparable percentage of students (± 5%) in the identified subgroups.⁵

Hope High School Online	*	*	6%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B-DL			5
C-DL			2
D-DL			1

Blueprint High School

Blueprint High School received a letter grade of C-ALT, and an overall rating of “Does Not Meet” the Board’s academic performance standard in FY 14. The school site is located in Chandler near North Arizona Avenue and West Ray Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are four alternative schools serving grades 9-12 within a five mile radius of Blueprint High School that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT

⁵ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



scores comparable to those of Blueprint High School, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

Blueprint High School				ELA 7%	Math <2%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board's Standard
B-Alt	2	0	0	1	0	2	2
C-ALT	1	0	0	1	1	1	0
F	1	0	0	0	0	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Blueprint High School serving a comparable percentage of students (± 5%) in the identified subgroups.⁶

Blueprint High School	75%	*	18%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B-ALT	0		1
C-ALT	0		1
F	0		0

IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Blueprint Education, Inc.:

February 2013: The Board released FY 2012 Academic Dashboards; Blueprint Education, Inc. received an overall rating of "Does Not Meet" the Board's academic standards and Blueprint Education, Inc. did not meet the Board's Academic Performance Expectations.

March 2013: Blueprint Education, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) on or before April 19, 2013 for the five-year interval review because Blueprint Education, Inc. did not meet the Academic Performance Expectations set forth by the Board.

April 2013: Blueprint Education, Inc. timely submitted a PMP.

October 2013: The Board released FY 2013 Academic Dashboards; Blueprint Education, Inc. received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Blueprint Education, Inc. did not meet the Board's Academic Performance Expectations.

October 2014: The Board released FY 2014 Academic Dashboards; Blueprint Education, Inc. received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Blueprint Education, Inc.

⁶ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



did not meet the Board's Academic Performance Expectations. In accordance with the Board's processes, the Charter Holder was notified in an email of its requirement to submit a Demonstration of Sufficient Progress and Financial Performance Response as a requirement for a failing school that does not meet the Board's academic performance. The Charter Holder was informed that the determination by the Board of whether to restore or to revoke the charter for Blueprint Education, Inc. would be based on the evidence of the Charter Holder's performance in accordance with the performance framework adopted by the Board, including the Charter Holder's demonstration of sufficient progress toward the Academic Performance Expectations of the Board.

January 2015: Board staff completed a final evaluation of the Charter Holder's FY 2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2015 DSP, Board staff evaluated the areas of Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate and Academic Persistence as "Meets", and the area of Data as "Does Not Meet". The Charter Holder failed to demonstrate year-over-year improvement in all measures for Hope High School Online. The other two schools operated by the Charter Holder were evaluated as "Meets" in Data. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The Board directed staff to work with Blueprint Education, Inc. to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U).

June 2015: Blueprint Education, Inc. met the terms of the Consent Agreement for FY 2015 when it provided valid and reliable internal benchmarking mid-year and end-of-year data for FY 2015 that demonstrated continued improved academic performance as compared to FY 2013 and FY 2014 for Hope High School.

January 2016: Board staff provided the Charter Holder, through its charter representative, Mark French, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (March 10, 2016), the deadline date on which the renewal application package would be due to the Board (June 10, 2016), information on the availability of the Charter Holder's renewal application as well as instructions on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board and pursuant to the Board's processes at that time.



V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Blueprint Education, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **June 10, 2016**. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of Blueprint Education, Inc. were present at the site visit:

Name	Role
Mark French	CEO
Erin Horn	Principal – Hope High School Online
Krissyn Sumare	Principal – Hope High School
Rodney James	Data Analyst
Robert Rodenbaugh	Principal – Blueprint High School
Marmy Kodras	COO

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: D. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (appendix: C. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Persistence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 25 measures required by the Board.



Based on the findings summarized above and described in appendix D. Site Visit Inventory Forms, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

VI. Viability of the Organization

The Charter Holder meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

VII. Adherence to the Terms of the Charter

For fiscal year 2015, the Charter Holder meets the Board's Operational Performance Standard set forth in the Performance Framework adopted by the Board (appendix: A. Renewal Summary Review).

VIII. Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Blueprint Education, Inc.

Option 2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Blueprint Education, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A
RENEWAL SUMMARY REVIEW



Arizona State
Board for
Charter Schools



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Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	07/28/2016	Report Type:	Renewal
---------------------	------------	---------------------	---------

Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Blueprint Education, Inc.		
Charter CTDS:	07-87-45-000	Charter Entity ID:	81041
Charter Status:	Open	Contract Effective Date:	09/11/2002
Number of Schools:	3	Contractual Days:	<ul style="list-style-type: none"> • Blueprint High School: 180 • Hope High School: 180 • Hope High School Online: 180
Charter Grade Configuration:	7-12	Contract Expiration Date:	09/10/2017
FY Charter Opened:	2004	Charter Signed:	09/11/2002
Charter Granted:	05/13/2002	Charter Enrollment Cap	1000
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	5651 W. Talavi Blvd. Suite 170 Glendale, AZ 85306	Website:	http://www.blueprinteducation.org
Phone:	602-674-5555	Fax:	602-943-9700
Mission Statement:	Hope High School Online is committed to maximizing each student's potential for lifelong learning through high quality, student centered, technology driven, standards based curriculum in an alternative, non-traditional school environment.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Mark French	markf@blueprinteducation.org	—

Academic Performance - Hope High School Online

[Hide Section](#)

School Name:	Hope High School Online	School CTDS:	07-87-45-202
School Entity ID:	81182	Charter Entity ID:	81041
School Status:	Open	School Open Date:	08/01/2003
Physical Address:	5651 West Talavi Blvd. Suite 170 Glendale, AZ 85306	Website:	http://www.hopehighonline.org
Phone:	602-674-5555	Fax:	602-943-9700
Grade Levels Served:	9-12	FY 2014 100 th Day ADM:	135.757

Academic Performance Per Fiscal Year

[Hide Section](#)

Hope High School Online

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Small K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	28	25	20
	Reading	NR	0	0	NR	0	0	29	25	20
1b. SGP Bottom 25%	Math	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0
	Reading	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0
1b. Improvement	Math	21.5	50	15	23.8	50	15	N/A	N/A	N/A
	Reading	28.5	25	15	23.8	25	15	N/A	N/A	N/A
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	22 / 19.6	75	15	50 / 20.9	100	30	46.9 / 36.9	75	11.25
	Reading	50 / 49.1	75	15	NR	0	0	70.4 / 68.7	75	11.25
2b. Composite School Comparison	Math	N/A	N/A	N/A	N/A	N/A	N/A	9.5	75	8.75
	Reading	N/A	N/A	N/A	N/A	N/A	N/A	-3.8	50	8.75
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	15	Not Met	50	15	7	25	15
4b. Academic Persistence		100	100	20	25	25	20	N/A	N/A	N/A
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard										

<89, but > or = to 63: Meets Standard
 <63, but > or = to 39: Does Not Meet Standard
 Less than 39: Falls Far Below Standard

62.5

100

56.58

95

43.75

95

Academic Performance - Hope High School

[Hide Section](#)

School Name:	Hope High School	School CTDS:	07-87-45-201
School Entity ID:	81042	Charter Entity ID:	81041
School Status:	Open	School Open Date:	09/02/2003
Physical Address:	7620 W. Lower Buckeye Rd. Ste. 104 Phoenix, AZ 85043	Website:	http://www.hopehighschool.org
Phone:	623-772-8013	Fax:	623-772-8013
Grade Levels Served:	9-12	FY 2014 100 th Day ADM:	118.474

Academic Performance Per Fiscal Year

[Hide Section](#)

Hope High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	27	50	15	28	50	15	16.7	25	15
	Reading	31	50	15	44.6	50	15	41.4	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	13 / 19.6	50	10	19.7 / 19.1	75	10	9.8 / 20	25	10
	Reading	38 / 47.4	50	10	54.2 / 50.9	75	10	37.5 / 50.6	50	10
2b. Subgroup ELL	Math	NR	0	0	29.2 / 20.5	75	2.5	0 / 19.7	25	1.67
	Reading	NR	0	0	68.8 / 48.2	75	2.5	36.4 / 44.7	50	1.67
2b. Subgroup FRL	Math	7 / 18.6	50	5	21.4 / 18.1	75	2.5	7.7 / 20.2	25	1.67
	Reading	39 / 46.5	50	5	57.8 / 49.6	75	2.5	44.4 / 49.6	50	1.67
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	0 / 4.6	25	3.33
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5	F	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	15	Not Met	50	15	Met	75	15
4b. Academic Persistence		88	75	20	88	75	20	87	75	20
		Overall Rating			Overall Rating			Overall Rating		

Overall Rating

Scoring for Overall Rating
 89 or higher: Exceeds Standard
 <89, but > or = to 63: Meets Standard
 <63, but > or = to 39: Does Not Meet Standard
 Less than 39: Falls Far Below Standard

53.75

100

61.25

100

49.58

100

Academic Performance - Blueprint High School

[Hide Section](#)

School Name:	Blueprint High School	School CTDS:	07-87-45-203
School Entity ID:	90158	Charter Entity ID:	81041
School Status:	Open	School Open Date:	08/03/2009
Physical Address:	670 N. Arizona Ave. Suite 1 Chandler, AZ 85225	Website:	http://www.blueprinhighschool.org/
Phone:	480-892-0235	Fax:	480-892-0236
Grade Levels Served:	9-12	FY 2014 100 th Day ADM:	79.749

Academic Performance Per Fiscal Year

[Hide Section](#)

Blueprint High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	58	75	5
1b. Improvement	Math	20	50	15	27.4	50	15	16	25	12.5
	Reading	16.5	25	15	34.3	50	15	28.6	25	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	17 / 19.8	50	20	18.5 / 19.4	50	10	16.3 / 20.7	50	10
	Reading	NR	0	0	36.8 / 52.8	25	10	56.8 / 54.9	75	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	18 / 18.8	50	10	25 / 18.4	75	5	11.6 / 20.5	50	2.5
	Reading	NR	0	0	28.6 / 51.1	25	5	54.5 / 54.1	75	2.5
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	6.2 / 5	75	5
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B-ALT	75	5	D-ALT	25	5	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight

4a. Graduation	Not Met	50	15	Not Met	50	15	Not Met	50	15
4b. Academic Persistence	75	75	20	94	100	20	87	75	20
Overall Rating	Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	52.5		100	56.25		100	54.38		100

Financial Performance

[Hide Section](#)

Charter Corporate Name: **Blueprint Education, Inc.**
 Charter CTDS: 07-87-45-000 Charter Entity ID: 81041
 Charter Status: Open Contract Effective Date: 09/11/2002

Financial Performance

[Hide Section](#)

Blueprint Education, Inc.

Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	68.57	Meets	67.64	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$113,949	Meets	\$55,544	Meets
Fixed Charge Coverage Ratio	1.28	Meets	1.21	Meets
Cash Flow (3-Year Cumulative)	(\$488,124)	Does Not Meet	\$112,661	Does Not Meet

Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$402,434	(\$229,671)	(\$660,887)	(\$60,102)	\$402,434	(\$229,671)

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name: **Blueprint Education, Inc.**
 Charter CTDS: 07-87-45-000 Charter Entity ID: 81041
 Charter Status: Open Contract Effective Date: 09/11/2002

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	--
Audit Opinion	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Does Not Meet	Meets	--
Estimated Count/Attendance Reporting	ADE ADM Audit	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Does Not Meet	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting	--
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	Agreement to Restore Failing School	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--

Five-Year Interval Report

Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-07-01 10:10:52

APPENDIX B
ACADEMIC DASHBOARDS

General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments
Academic Performance								

Academic Performance

[Edit this section.](#)

Blueprint High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	58	75	5	
1b. Improvement	Math	20	50	15	27.4	50	15	16	25	12.5	
	Reading	16.5	25	15	34.3	50	15	28.6	25	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	17 / 19.8	50	20	18.5 / 19.4	50	10	16.3 / 20.7	50	10	
	Reading	NR	0	0	36.8 / 52.8	25	10	56.8 / 54.9	75	10	
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2b. Subgroup FRL	Math	18 / 18.8	50	10	25 / 18.4	75	5	11.6 / 20.5	50	2.5	
	Reading	NR	0	0	28.6 / 51.1	25	5	54.5 / 54.1	75	2.5	
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	6.2 / 5	75	5	
	Reading	NR	0	0	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		B-ALT	75	5	D-ALT	25	5	C-ALT	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		75	75	20	94	100	20	87	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet		52.5			100	56.25			100	54.38	

Standard
Less than 39: Falls Far Below Standard



General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments
Academic Performance								

Academic Performance

[Edit this section.](#)

Hope High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	27	50	15	28	50	15	16.7	25	15
	Reading	31	50	15	44.6	50	15	41.4	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	13 / 19.6	50	10	19.7 / 19.1	75	10	9.8 / 20	25	10
	Reading	38 / 47.4	50	10	54.2 / 50.9	75	10	37.5 / 50.6	50	10
2b. Subgroup ELL	Math	NR	0	0	29.2 / 20.5	75	2.5	0 / 19.7	25	1.67
	Reading	NR	0	0	68.8 / 48.2	75	2.5	36.4 / 44.7	50	1.67
2b. Subgroup FRL	Math	7 / 18.6	50	5	21.4 / 18.1	75	2.5	7.7 / 20.2	25	1.67
	Reading	39 / 46.5	50	5	57.8 / 49.6	75	2.5	44.4 / 49.6	50	1.67
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	0 / 4.6	25	3.33
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	D-ALT	25	5	F	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	15	Not Met	50	15	Met	75	15
4b. Academic Persistence		88	75	20	88	75	20	87	75	20
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating										

89 or higher: Exceeds Standard
<89, but > or = to 63: Meets Standard
<63, but > or = to 39: Does Not Meet Standard
Less than 39: Falls Far Below Standard

53.75

100

61.25

100

49.58

100

General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments
Academic Performance								

Academic Performance

[Edit this section.](#)

Hope High School Online

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Small K-12 School (7 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	28	25	20
	Reading	NR	0	0	NR	0	0	29	25	20
1b. SGP Bottom 25%	Math	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0
	Reading	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0
1b. Improvement	Math	21.5	50	15	23.8	50	15	N/A	N/A	N/A
	Reading	28.5	25	15	23.8	25	15	N/A	N/A	N/A
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	22 / 19.6	75	15	50 / 20.9	100	30	46.9 / 36.9	75	11.25
	Reading	50 / 49.1	75	15	NR	0	0	70.4 / 68.7	75	11.25
2b. Composite School Comparison	Math	N/A	N/A	N/A	N/A	N/A	N/A	9.5	75	8.75
	Reading	N/A	N/A	N/A	N/A	N/A	N/A	-3.8	50	8.75
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	5	NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		Not Met	50	15	Not Met	50	15	7	25	15
4b. Academic Persistence		100	100	20	25	25	20	N/A	N/A	N/A
Overall Rating		Overall Rating			Overall Rating			Overall Rating		

Scoring for Overall Rating
89 or higher: Exceeds Standard
<89, but > or = to 63: Meets Standard
<63, but > or = to 39: Does Not Meet Standard
Less than 39: Falls Far Below Standard

62.5

100

56.58

95

43.75

95

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Blueprint Education, Inc.	Schools	Blueprint High School, Hope High School, Hope High School Online
Charter Holder Entity ID	81041	Purpose of DSP Submission	Renewal
Site Visit Date	June 29, 2016		

Evaluation Overview:

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate, and Academic Persistence.
 - Whether questions were sufficiently answered at the site visit
 - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 25 measures required by the Board. For more detailed analysis see Data Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Blueprint High School

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	No	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, ELL – Math	No	N/A	N/A	N/A	N/A
2b. Subgroup, ELL – Reading	No	N/A	N/A	N/A	N/A
2b. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Reading	Yes	Yes	No	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	No	N/A	N/A	N/A	N/A

Hope High School

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Reading	No	N/A	N/A	N/A	N/A
2b/c. Subgroup, FRL – Math	No	N/A	N/A	N/A	N/A
2b/c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	No	N/A	N/A	N/A	N/A

Hope High School Online

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, ELL – Math	No	N/A	N/A	N/A	N/A
2b. Subgroup, ELL – Reading	No	N/A	N/A	N/A	N/A
2b. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Math	N/A	N/A	N/A	N/A	N/A
2b. Subgroup, students with disabilities – Reading	N/A	N/A	N/A	N/A	N/A
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	No	N/A	N/A	N/A	N/A

Curriculum: *The area of Curriculum is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements.

For more detailed analysis see Curriculum Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	YES	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	YES	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	YES	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder's ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?	YES	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?	YES	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	C.F.1

Assessment: *The area of Assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements.

For more detailed analysis see Assessment Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <u>instructional methodology</u> ? What criteria guide that process?	YES	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	YES	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <u>curriculum</u> based on the data analysis? What criteria guide that process?	YES	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <u>instruction</u> based on the data analysis? What criteria guide that process?	YES	A.C.3

Monitoring Instruction: *The area of Monitoring Instruction is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements.

For more detailed analysis see Monitoring Instruction Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> • Aligned with ACCRS standards, • Implemented with fidelity, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups? 	YES	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	YES	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	YES	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	YES	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	YES	M.D.2

Professional Development: *The area of Professional Development is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements.

For more detailed analysis see Professional Development Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the professional development plan is aligned with instructional staff learning needs ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan ? How are the areas of high importance determined?	YES	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups .	YES	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder’s ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	P.C.2
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

Graduation Rate: *The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Progress Toward Timely Graduation		
What is the Charter Holder’s ongoing process to create academic and career plans?	YES	G.A.1
What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?	NO	G.A.2
B. Addressing Barriers to Timely Graduation		
What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	YES	G.B.1
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	YES	G.B.2

Academic Persistence: *The area of Academic Persistence is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the required elements.

For more detailed analysis see Academic Persistence Inventory (Appendix: D. Renewal DSP Site Visit Inventory Forms).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Strategies for Continuous Enrollment		
What is the Charter Holder’s ongoing process to measure levels of engagement ? What criteria guide that process?	YES	AP.A.1
What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for disengagement ?	YES	AP.A.2
What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?	YES	AP.A.3

APPENDIX D
RENEWAL DSP SITE VISIT
INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School
 Site Visit Date: June 29, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The percentage of students meeting growth targets increased from 42% in FY15 to 44% in FY16</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
[D.2] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: The percentage of students meeting growth targets decreased from 50% in FY15 to 44% in FY16. The number of students in the data for this measure also decreased from 24 students in FY15 to 18 students in FY16.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
[D.5] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>The percentage of proficient students increased from 38% in FY15 to 40% in FY16</p> <p>Final Evaluation:</p>	



	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.6] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The percentage of proficient students increased from 29% in FY15 to 48% in FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.11] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>The percentage of proficient students remained at 0% for FY15 and FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.12] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because the percentage of proficient students decreased from 50% in FY15 to 0% in FY16. The number of students in the data for this measure also increased from 2 students in FY15 to 3 students in FY16.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p>x Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



<p>[D.13] BLUEPRINT EDUCATION_graduation Rate Summary Graduation Rate - FY13 Graduation Rate - FY14 Graduation Rate - FY15 Graduation Rate - FY16</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate. The three year average of the 5-year graduation rate increased from 30.7% to 38.6%.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Hope High School
 Site Visit Date: June 29, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The percentage of students meeting growth targets increased from 41% in FY15 to 44% in FY16</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The percentage of students meeting growth targets increased from 35% in FY15 to 52% in FY16</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>The percentage of proficient students increased from 36% in FY15 to 42% in FY16</p> <p>Final Evaluation:</p>	



	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.6] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The percentage of proficient students increased from 11% in FY15 to 49% in FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.9] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The percentage of proficient students increased from 0% in FY15 to 50% in FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.10] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>The percentage of proficient students increased from 0% in FY15 to 50% in FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.11] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>The percentage of proficient students increased from 0% in FY15 to 3% in FY16</p> <p>Final Evaluation:</p>	
<p>[D.12] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.13] BLUEPRINT EDUCATION_graduation Rate Summary Graduation Rate - FY13 Graduation Rate - FY14 Graduation Rate - FY15 Graduation Rate - FY16</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>The three year average of the 5-year graduation rate increased from 56.3% to 56.4%.</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Hope High School Online
 Site Visit Date: June 29, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The percentage of students meeting growth targets increased from 48% in FY15 to 100% in FY16</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The percentage of students meeting growth targets increased from 38% in FY15 to 50% in FY16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>The percentage of proficient students increased from 49% in FY15 to 71% in FY16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



<p>[D.6] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The percentage of proficient students increased from 69% in FY15 to 83% in FY16</p> <p>Final Evaluation:</p>	
<p>[D.9] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.10] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>The percentage of proficient students increased from 69% in FY15 to 83% in FY16</p> <p>Final Evaluation:</p>	
	<p>x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



<p>[D.11] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Students with disabilities – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because there was no data Students with Disabilities in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.12] Blueprint DSP Data Aggregate Analysis 14-15 & 15-16 Data Summary_Blueprint Education</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Students with disabilities – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because there was no data Students with Disabilities in FY16</p> <p>Final Evaluation:</p>	
<p>[D.13] BLUEPRINT EDUCATION_graduation Rate Summary Graduation Rate - FY13 Graduation Rate - FY14 Graduation Rate - FY15 Graduation Rate - FY16</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate. The three year average of the 5-year graduation rate increased from 17.2% to 17.9%</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High
 School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[C.A.1] 6 Week Instructional Plan (Re-teach Protocol) AZ Common Core ELA/Algebra 1 Alignment AZ Common Core ELA 10/Algebra 1 Scope AZCommon Core ELA Alignment AZCommon Core ELA 10 Scope Course Change Protocol Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following: The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. Blueprint employs policies and procedures to align and implement our curriculum and measure its effectiveness. It is Blueprint’s goal to ensure that teachers implement the curriculum the way it is designed in terms of pacing and content so we can be sure students are receiving standards-aligned content at the appropriate level of rigor and engagement.</p> <p>Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.</p> <p>Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. Digital alignment charts are provided with the online curriculum, and then crosschecked by the charter.</p> <p>The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.</p> <p>The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS. Objectives are cross references with the scope of standards.</p> <p>ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk - identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed. Allows the charter to see what is taught and where it is assessed.</p> <p>Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.</p> <p>English/Algebra 1 BAR Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor. Documents are created by Blueprint staff to ensure internal alignment as well as alignment to the standards and are not purchased through digital curriculum.</p>

	<p>Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.</p> <p>6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form. In addition to Edgenuity’s release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.</p> <p>Course Change Protocol - Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. Used to ensure that students are taught all standards to mastery, with the practice of teachers using this protocol when they realize changes are necessary. Changes are proposed by teachers but approved and made at the district level.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.A.2] AZ Common Core ELA/Algebra 1 Alignment AZ Common Core ELA Alignment Benchmark Score Report Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR Formative Assessments Summative Assessments</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards. The documents provided demonstrate evidence of the following:</p> <p>The criteria and process Blueprint initially uses to evaluate curricular effectiveness is to evaluate the availability and rigor of standards covered in the curriculum. It is then guided through various summative and formative assessments provided within our curriculum. Growth and proficiency are analyzed and evaluate student learning and curricular effectiveness. These assessments are given at varied intervals within the curriculum to measure how effectively the students learn the curriculum.</p> <p>The other criteria and process Blueprint uses to evaluate curricular effectiveness is through Galileo benchmarks. The analyzed benchmark scores indicate where the curriculum might not have met student learning needs at the appropriate pace and rigor.</p> <p>AZ Common Core ELA/Algebra 1 Alignment - The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.</p> <p>Curriculum SOP The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>Formative Assessments - Results are analyzed to measure growth and proficiency to ensure curriculum is effective (daily basis), Summative Assessments (at the Unit mark), Benchmark Score Report (quarterly). Basic reviews or exit tickets are used in a digital format. Formal lesson quizzes are used after the lessons or after direct instruction. Summative assessments are done at the unit mark as well as comprehensive final exams. Benchmarks are given through ATI each quarter.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.A.3] 6 Week Instructional Plan (Re-teach Protocol) Algebra 1 for Edgenuity Galileo Crosswalk ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR PLC Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <p>AZCCR Standards and Galileo’s AZMerit blueprints are used as the criteria to identify curricular gaps during regularly scheduled PLC meetings. Benchmark Assessment Review documents (BARS) and the Crosswalk documents, and Galileo results are analyzed to identify gaps and areas of weakness.</p> <p>Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.</p> <p>6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>PLC Calendar - This allows for district PLCs to meet on a quarterly basis to identify gaps in curriculum. Teachers meet to review issues in curriculum and then make suggestions through the Course Change Protocol. PLC meetings happen monthly, or more often, to review data.</p> <p>These documents are used to identify gaps and highlight trends in student performance data (from Galileo) that indicates large percentage of students not meeting proficiency or growth goals.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.B.1] 6 Week Intervention Plan (Re-teach Protocol) Algebra 1 for Edgenuity Galileo Crosswalk Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR Intervention Alert Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <p>Blueprint’s policy is to minimize any curricular gaps and to identify supplemental material that can be used to fill those gaps.</p> <p>Identify potential supplemental material to address the identified gaps using the following questions: Does the supplemental material align to the standards? Does it address the gaps identified by Gap Analysis?</p> <p>Once the gaps are identified, individual school staff meets to determine which of the supplemental options meet the needs of their campus. Results of the used supplemental material are discussed in future PLCs to determine effectiveness.</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>6 Week Intervention Plan (Re-Teach Protocol) - Teacher identified list of standards that have not been met during the previous benchmarking period.</p> <p>Intervention Alert Report - The Intervention Alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. This report is used by PLCs to identify supplemental curriculum options to address the deficient standards. Used to review if the issue in the data communicates that the student is struggling, or if curriculum needs to be reviewed.</p> <p>Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.</p> <p>Final Evaluation:</p>	
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>	

<p>[C.B.2] Supplemental Vendor Review Sheet Curriculum SOP</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum SOP <ul style="list-style-type: none"> ○ The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption. • Supplemental Vendor Review Sheet-This sheet is used to evaluate supplemental curriculum based on the same applicable criteria as Blueprint’s primary curriculum. Criteria on the vendor review sheet includes SIS integration, standard alignment, technical support, inclusion of PD, credit recovery, RTI courses, etc. • Based on student data, curricular weaknesses are identified and then a vendor review sheet is used to vet various curricular options. • After the vendor sheets are submitted, demo curriculum can be used, which has been piloted for 30 days before purchasing the curriculum. • Even though the three schools may use different curricular options, the options and decisions are brought to all school leaders to review before a change is made to ensure the choices fit each school level. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.C.1] 6 Week Intervention Plan (Re-teach Protocol) Course Customization Sheet Curriculum SOP Edgenuity Progress Report ELA & Algebra 1 GAP Analysis PLCs PLC standards analysis form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The revision process is similar to the evaluation process, except it begins from at the classroom level and expands to a school level with benchmarking. It continues to the district level in the form of revisions using aggregated data from benchmarking. • Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. • PLCs - PLCs meetings are used to monitor the implementation of the curriculum and assess how well it is meeting the students’ needs • 6 Week Intervention Plan (Re-Teach Protocol) - Teacher identified list of standards that have not been met during the previous benchmarking period. • Course Customization Sheet - This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. • GAP Analysis - Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. PLCs recommendations are presented to the Leadership Team to make revisions at the district level. • Edgenuity Progress Report ELA & Algebra 1 - The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year. • Curricular revisions are not made unless they are justified by data. PLC standards analysis form is used to determine if there is a widespread curricular issue across all school levels, and is broken out by each standard. • Course Change Protocol is used throughout the year, but an overhaul of the curriculum in terms of revision is done during a summer workshop with school leaders. This will happen in the upcoming summer to reevaluate the newly adopted curriculum that was used in this school year. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.C.2] Assessment SOP Blueprint Education QSP Training #2 Agenda Course Revision Guideline Sheet Curriculum SOP Course Curriculum Instructional Form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • While the process may be different depending on the level at which the revision takes place, school level or district, the criteria remains the same: content can be adjusted but assessments must remain to ensure the integrity of standards coverage, a minimum and maximum of lesson hours, must be completed. • Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption • Assessment SOP - The Galileo assessments and schedule guide curriculum instruction so that students are assessed on the material covered within the appropriate semester. • Blueprint Education QSP Training #2 Agenda - Charter Association’s Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material. • Course Revision Guideline Sheet - This checklist is used to ensure that each course has the appropriate components and required hours to issue credit. The Leadership Team uses this document to make district wide curriculum revisions. • When the teachers identify what needs to be changed, they must submit a justification for making a revision. This is done using the Course Curriculum Instructional Form to make adjustments and is submitted to admin. Teachers can use their forms within a PLC meeting to see if other teachers are making the same changes, and can be used to make authentic learning experiences more relevant based on current events, or if a more permanent revision is needed. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.1] AZCommon Core Algebra 1 Scope AZ Common Core ELA/Algebra 1 Alignment AZ Common Core ELA 10/Algebra 1 Scope AZCommon Core ELA 10 Scope BAR Algebra 1 HHS English/Algebra 1 BAR English BAR Monitoring Instruction SOP Progress Report Teacher Evaluation Tool</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers and the site principal are held responsible to monitor the coverage by Edgenuity (digital curriculum) and supplemental sources. Evidence is provided from the Edgenuity Course alignment documents and Galileo Intervention Alert Report. Teachers also conduct “virtual walk-throughs” to ensure digital curriculum is being delivered consistently. • Teachers look to Edgenuity to view student reports to ensure students are moving through Edgenuity curriculum with fidelity. Principals also look to Edgenuity to view student reports and teacher feedback to ensure students are moving through Edgenuity curriculum with fidelity. • These expectations have been communicated through regularly scheduled meetings at each school, through the PLC meetings and through Edgenuity trainings and are monitored through the Teacher Evaluation Tool. • The Monitoring Instruction SOP is used to ensure that all teacher are delivering the curriculum with fidelity. • Progress reports inform the teachers how students are progressing and the admin uses this tool to ensure that instruction is on target. • Teacher Evaluation Tool is used to ensure that standards aligned instruction is being implemented with fidelity. This is used as a Google Doc, and when the admin completed the review, the teacher received is automatically. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.D.2] 6 Week Intervention Plan (Re-teach Protocol) Academic Coaching Forms Annual Teacher Evaluation (Process and Procedures) Benchmark Assessment Review (BAR) Bi-Weekly Intervention Agreement Coaching Form District Walk-through and Observation Forms (All Schools) Progress Report QSP Scope of Work Session Logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Forms have been developed by the staff and leadership or are provided through Edgenuity. Staff expectations regarding the submission of these forms are part of staff trainings. Additionally, Blueprint is a participant of the Quality Schools Program and the expectation of the program is consistent use of tools and best practices. • Annual Teacher Evaluation (Process and Procedures) - Peak Performance Reviews are used to measure and evaluate the consistent use of curricular tools. The expectations outlined in the Peak Performance Review are presented to staff at the beginning of the year to ensure staff awareness. • District Walk-through and Observation Forms (All Schools) - This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the new mode of curriculum and instruction. Pre and post conferences are necessary when the walk through form is used as a formal observation. Results are immediately shared with teachers via Google Docs. • Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. • Academic Coaching Forms (academic & behavior, long and short term) - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis. • Progress Report - The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year. • 6 Week Intervention Plan - Teacher identified list of standards that have not been met during the previous benchmarking period. • English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor. • QSP Scope of Work - The Quality Schools Program’s outline of the PD that is provided and learning outcomes. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 1203 1245 1300"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1203 1896 1300"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.D.3] AZCommon Core Algebra 1 Alignment AZCommon Core Algebra 1 Scope AZCommon Core ELA Alignment AZCommon Core ELA 10 Scope BAR Algebra 1 HHS Bi-Weekly Intervention Agreement Coaching Form District Walk-through and Observation Forms (All Schools) Progress Report QSP Scope of Work Session Logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Assessments within the curriculum monitor proficiency and mastery, when students need additional assistance to meet learning goals, re-teaching and intervention are implemented to provide continuing academic growth. • Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form. • Course Change Protocol - Teachers keep track and submit their suggestions for course improvements and/or revisions based on assessment results. Teachers provide supplemental material in the classroom and students with individual gaps in their standards mastery are placed in an intervention program that targets the areas of need. • 6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment. • Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction • Student progress both in content and pacing is monitored on a weekly basis and students received direct coaching to assist with maintaining and or improving progress. • Edgenuity Standards Mastery Report - The Lesson Mastery Report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for re-teaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard by reporting out a percentage of mastery by standard. • Galileo Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 1182 1245 1278"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1182 1896 1278"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.E.1] 6 Week Instructional Plan (Re-teach Protocol) AZCommon Core Algebra 1 Alignment AZCommon Core Algebra 1 Scope AZ Common Core ELA/Algebra 1 Alignment AZ Common Core ELA 10/Algebra 1 Scope AZCommon Core ELA Alignment AZCommon Core ELA 10 Scope BAR Algebra 1 HHS Benchmark Assessment Review (BAR) Benchmark Assessment Review (BAR) Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR GAP Analysis Part 1 GAP Analysis Part 2</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. • Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption. • Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. • AZ Common Core ELA/Algebra 1 Alignment - The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS. • AZ Common Core ELA 10/Algebra 1 Scope - The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS. • ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed. • Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments. • English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor. • Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings. • 6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment. <p>Final Evaluation:</p>	
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<p>[C.E.2] Course Change Form Edgenuity Quizzes, tests and Mastery Reports Galileo Intervention Report Principal Leadership Team meeting minutes Quarterly district PD agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo quizzes and Benchmarks are analyzed on a regular basis as part of the Arizona Charter Association’s Quality Schools Program during quarterly PLC meetings. This is done at each campus and also at the district level. By analyzing the results, we can measure the effectiveness of the curricular changes as indicated by student reports in Galileo. On the school/classroom level teachers keep track and submit their suggestions for course improvements and/or revisions using a Course Change Protocol Form. These changes can be monitored using Galileo Quizzes and Benchmarks Assessments and also the reports found in the digital curriculum which is linked to required standards. Course Change Form - Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol Galileo Intervention Report - Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. Alignment documents and assessment data are used to ensure that alignment is maintained between instruction and assessment and verified by alignment to standards. Changes that are made are done using an online drag and drop format, so standards are embedded within the course. This is done at the end of each year to ensure that every change made throughout the year maintains alignment. 	
	<p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1] 6 Week Instructional Plan AIP SOP Overview AZELLA Score Report Bi-Weekly Intervention Agreement Curriculum Translator IEP Redacted Individual Galileo Score Report Individualized Language Learning Plan IXL Sample Analytics Sub-group Identification in Edgenuity ILLP example Galileo Individual Score Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The supplemental material has integrated assessments that are used to monitor their formative and or summative development. Galileo quizzes and eventual benchmarks are utilized to provide additional confirmation of the effectiveness of the supplemental material. • The supplemental aides are supported by our curriculum’s integrated assessments and are used to monitor the students’ formative and/or summative development via pre-, and post Galileo quizzes, benchmarks, and at year end AZELLA test. The AZELLA report matches up to ILLP goals and reports out on mastery of goals. • The effectiveness of the support and/or interventions is monitored collaboratively by the Special Education teachers, General Education teachers and administrators by analyzing student scores within the curriculum, Galileo benchmark data, and/or supplemental curriculum data. • IXL analytics is used to determine how much time subgroup students are spending on material. • Edgenuity groups are created by subgroup and can be monitored throughout their instruction. • IEPs are used to track and target special education student’s goals. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[A.A.1] Edgenuity and Galileo Comparative Data Galileo and AZMerit Comparative Data QSP Meeting Agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Blueprint Education’s assessment system is an ongoing process that provides a continuous stream of data from multiple sources, formative, summative, and benchmark, at regularly scheduled intervals. These intervals and tools overlap providing a cross check of the data regarding progress. These data points generate a comprehensive picture of Blueprint’s efforts to achieve academic growth and proficiency for every student. At various key intervals, the reliability and validity of the tests are measured regarding their predictive ability on increasingly more comprehensive summative tests. • The criteria that guides this process and informs our decisions regarding assessment tools is in the accuracy of the tool’s predictive ability (Galileo and AZMerit Comparative Data). The other data used to evaluate the effectiveness of assessment tools in the Edgenuity and Galileo Comparative Data. This is measured and monitored as part of the QSP process in each individual campus and district-wide during the quarterly QSP meetings. • The Edgenuity and Galileo Comparative Data tool is used to measure the alignment between curriculum and instruction. The instructional results are aligned to the Galileo reports. Once those are reviewed and prove to aligned, the next step is to review the results on AzMERIT to ensure predictability within all components. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.A.2] Algebra 1 Crosswalk AZ Common Core ELA 10/Algebra 1 Scope Benchmark Assessment Review (BAR) Course Alignment ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk ELA 11 - 12 Crosswalk English/Algebra 1 BAR Test Blueprint Report Algebra 1 Test Blueprint Report ELA10</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The evaluation of the alignment of assessment tools to the curriculum comes prepared in the digital curriculum which has the lesson content “tagged” to trigger questions that build the assessments. • The evaluation of the assessment outside of the curriculum is an ongoing process, involving BARS and Crosswalks to ensure that assessments are evaluating content that students have covered. This is part of the quarterly PLC process, and the analysis of data identifies trends, gaps, and weaknesses within the assessment systems. • ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed. • Test Blueprint Report Algebra 1 - Galileo test blueprint which we use to align our curriculum. Compares AzMERIT to Galileo to ensure testing validity. • Test Blueprint Report ELA 10 - Galileo test blueprint which we use to align our curriculum. • English/Algebra 1 BAR - These documents ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor. • AZ Common Core ELA 10/Algebra 1 Scope - The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.A.3] Algebra 1 Crosswalk AZ Common Core ELA 10/Algebra 1 Scope Course Alignment ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk ELA 9 - 10 Crosswalk PLC Schedule Test Blueprint Report Algebra 1 Test Blueprint Report ELA10</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Assessments are aligned to instructional methodology through an ongoing system that provides checks and balances. Blueprint's ongoing process to evaluate how the assessments are aligned to the instructional methodology is comprised of a couple parts. Teachers and Administrators use the AZMerit blueprint in Galileo to ensure all standards are covered within the curriculum. The PLCs created the Crosswalks to identify and address any gaps in curriculum. Our curriculum is digital and direct instruction is embedded within the courses. By ensuring that the course structures are aligned to our Galileo assessments, we ensure that the instructional methodology is aligned. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.B.1] 6 Week Instructional Plan AIP SOP Overview AIP SOP Tiered Intervention Bi-Weekly Intervention Agreement Galileo Assessments Galileo Bi-Weekly Assessment Galileo Reports Individualized Language Learning Plan IXL Sample Analytics MyPath Non Academic AIP SOP State Assessments Sub-group Identification in Edgenuity</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The assessment system monitors students with proficiency in the bottom 25% by measuring their growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made. • The assessment system monitors ELL students' growth and proficiency at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made. • The assessment system monitors students' with disabilities growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (IEP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.1] Blueprint Education Training #2 Sign-in sheet Edgenuity Progress Report ELA & Algebra 1 PLC Agenda, Sign-in and Work Product (Crosswalk Analysis) QSP Meeting Agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The data is analyzed in a variety of intervals, both in time based (i.e., daily, weekly, quarterly, semi-annually and yearly) and based on completion of work (quizzes, tests, exams). Daily formative data is immediately provided through the digital curriculum exit tickets, quizzes, tests and assignments ready for the teacher to analyze (Edgenuity Formative & Summative Assessments, MyPath). Additional analysis is done for students in weekly staff meetings from multiple viewpoints where progress is examined by multiple staff. • Data is analyzed bi-weekly (Galileo Quiz builder) as part of the intervention program. Lack of sufficient scoring triggers a re-teach, and or additional supports. Additionally, Galileo is used to provide quarterly benchmark information that is analyzed during quarterly district PLC meetings. Galileo Benchmarking is done 5 times a year. • The AzMerit state assessment is done at the completion of a course and offered 3 times a year. The data is analyzed when received at each site, if warranted the data can be brought to a Summer or August PLC meeting. . The AIMS Science test is offered once a year, the data is treated similar to the AzMerit data. • The AZELLA test is offered during different windows, student take it annually. The data is collected by the ELL Coordinator who will create and or adjust the student’s ILLP based on the resulting scores. • The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year. • Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed • Charter Association’s Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 1235 1245 1333"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1235 1896 1333"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[A.C.2] BE Course Versions Course Change Form PLC Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curriculum and instruction can be adjusted for the district at any time; however, major changes are result of Quarterly PLC meeting (scheduled on the PLC calendar). PLCs analyze Galileo benchmark data to identify trends in standard mastery both strengths and deficiencies. During the scheduled PLCs meetings, teams analyze the benefits of changes, costs in time/content/depth and rigor and content mastery to determine if any changes need to be permanently made to the BE version of the class (Blueprint Education Master version). This is done by teachers filling out the Course Change Form. Upon completion, the revisions are approved by the Leadership Team and courses are updated within Blueprint’s digital curriculum . • A major change, as a result of PLC is evidenced in the Edgenuity courses that have been modified and renamed BE courses versions (Screenshots included). <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.3] Blueprint Education Calendar Course Change Form Course Customization eNotes Edgenuity Progress Report ELA & Algebra 1 Edit Options Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students can take eNotes during the instructional portions of their classes. The option can be enabled (on an individual basis) for students to have access to their notes during assessments or other learning activities. • The Lesson outlines have activities that provide daily formative assessments that are listed, “gated” to ensure students have to engage with them to progress, but are not made to be printed. Teachers use formative assessment data to make adjustments in instruction based on student need. • Course Customization - This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. Formative, Summative and benchmark data drive this process. Components of the lesson can be added or removed. • Blueprint Education Calendar - The calendar has the dates and times outlining the administering of Galileo assessments along with the days set aside for data analysis. The analysis is used to guide any curricular modifications. • Edit Options - Options that allow courses to be customized to allow limited progression and multiple opportunities for teachers to check for understanding and give feedback. This is based on teacher analysis of formative and summative assessments. This includes stopping students from moving on as well as adjusting maximum time frame allotted for testing for students who need extra time. • Galileo Bi-Weekly Assessment - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. The student is automatically entered into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. • Edgenuity Progress Report ELA & Algebra 1 - The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year. • Course Change Form - The Course Change Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[M.A.1] 6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Observation and Evaluation Process Teacher Evaluation Tool</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity’s MyPath individualize the learning process for student subgroups. This is monitored through teacher observations and teacher records (Bi-weekly Agreements and 6 Week Instructional Plans). These are submitted to building principals. • The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.A.2] 6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Intervention Alert Report Lesson Mastery Report Monitoring Instruction SOP Observation and Evaluation Process Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Throughout the year, both alignment/gaps in curriculum as well as teachers are being frequently assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity’s MyPath individualize the learning process for student subgroups. • Standards-based instruction throughout the year, analyzing walk-through data and cycles of observation and evaluation. • Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. • Monitoring Instruction SOP - The Monitoring Instruction Evaluation System ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness. • Observation and Evaluation Process - This simply outlines the structure of the walkthrough, observation and evaluation cycle and expectations. • Intervention Alert Report -The intervention alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. The learning standards listed that do not have 75 percent of students mastering them, will be highlighted in red. Users can easily schedule follow-up assignments and/or quizzes for the learning standards, regardless of degree of student mastery. • <u>The lesson mastery report</u> provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for reteaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard. • 6 Week Instructional Plan - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment. • Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction
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	<ul style="list-style-type: none">• 6 week instructional plans are individualized for each student so that students can master all standards. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.B.1] AZ Common Core ELA/Algebra 1 Alignment Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Staff work with online curriculum platform to ensure content is consistent for students enrolled in same courses, ensuring instruction consistency across all campuses. Teachers can provide a variety of supplemental content to reinforce student mastery. Teacher Evaluation Tool Analytics help to provide evidence for data driven decisions and validate best instructional practices. • Teacher Evaluation Tool Analytics <ul style="list-style-type: none"> ○ The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Teacher Evaluation Tool <ul style="list-style-type: none"> ○ Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. <p>Final Evaluation:</p>	
<p>[M.B.2] 6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <p>Feedback on strengths, weaknesses, and learning needs involving the quality of instruction is based on the evaluation of instructional practices such as engagement, providing supplemental/providing for gaps and reporting of data analysis and tracking the results of the instruction.</p> <ul style="list-style-type: none"> • Teacher Evaluation Tool Analytics <ul style="list-style-type: none"> ○ The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Teacher Evaluation Tool <ul style="list-style-type: none"> ○ Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.B.3] Monitoring Instruction SOP Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. • Monitoring Instruction SOP - The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness, <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.C.1] AIP SOP Overview AIP SOP Academic Interventions AIP SOP Tiered Instructional System Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Galileo Reports IEP Redacted Individualized Language Learning Plan Monthly Recollection Form MyPath MyPath Individualized Plan with Assessments Non Academic AIP SOP Monitoring System Quiz Builder Screenshot Supplemental Program Analytics-iXL Supplemental Program Analytics-Study Island Teacher Evaluation Tool Weekly Reflection</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP demonstrate effectiveness. • Teacher Evaluation Tool - Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction • Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement. • Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement. • Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. • 6 Week Instructional Plan - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment. • Galileo reports - data reported from multiple reports from Galileo, such as Intervention Alert and Multi-Aggregate Report • Supplemental Programs Analytics Reports - Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics. • Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction This monitors student academic progress in identified standards and attendance during intervention. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.D.1] Monitoring Instruction SOP PLC Standards Analysis Form Professional Development SOP Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Teacher Evaluation Tool - This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to our new mode of curriculum and instruction. • Monitoring Instruction SOP - The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness. • Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development. • PLC Standards Analysis Form - This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. This is analyzed quarterly. • SWOT is used three times a year to analyze strengths, weaknesses, and needs of instructional staff. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[M.D.2] Edgenuity Course Alignment Charts (ELA and Math) Monitoring Instruction SOP Observation and Evaluation Process Teacher Evaluation Tool Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. • Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. • Observation and Evaluation Process - This simply outlines the structure of the walkthrough, observation, and evaluation cycle and expectations ensuring teachers’ awareness. Teachers are able to self-reflect based on their scores. This process also allows for continual feedback and facilitates collaborative conversations. • Monitoring Instruction SOP - The Monitoring Instruction Evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness. This document also outlines the system parts, intervals, and process of how we use the analyzed data in our feedback loop. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[P.A.1] Edgenuity Standards Mastery Report HHS SY 16-17 Calendar HHS QSP Training Intervention Alert Report PLC Standards Analysis Form Professional Development SOP QSP Scope of Work QSP Training SY 16-17 Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development. • SY 16-17 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need. • QSP Scope of Work - This document describes the Professional Development provided by the Arizona Charter Association’ Quality Schools Program. All 3 schools are participants in the Quality Schools Program and receive the scope of work described. • QSP Training - This training calendar is the outlined PD provided to staff by the Quality Schools Program coach and team. The example provided is from, just one of the schools in the program. • Edgenuity Standards Mastery Report - This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction. • Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions. • PLC Standards Analysis Form—This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[P.A.2] Edgenuity Standards Mastery Report HHS SY 16-17 Calendar HHS QSP Training Intervention Alert Report PLC Standards Analysis Form Professional Development SOP QSP Scope of Work SY 16-17 Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development. SY 16-17 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need. QSP Scope of Work - The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Edgenuity Standards Mastery Report -This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction. Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students. PLC Standards Analysis Form - This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. <p>Final Evaluation:</p>	
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<p>[P.A.3] Intervention Alert Report PLC Standards Analysis Form Professional Development SOP QSP Scope of Work Quiz Builder Screenshot Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students. Quiz Builder Screenshot - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students. Teacher Evaluation Tool - This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction Teacher Evaluation Tool Analytics -The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. PLC Standards Analysis Form - This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[P.B.1] Edgenuity Training HHS SY 16-17 Calendar HHS QSP Training Professional Development SOP QSP Scope of Work QSP Training SY 16-17 Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Edgenuity Training - All staff were trained in Edgenuity curriculum including how to meet the needs of the various subgroup students. Topics included were Course Customization, Interventions, MyPath, enabling of Text to Speech, enabling language translation, and editing options within a class. • QSP Scope of Work - The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Throughout data analysis within the QSP, we have learned to disaggregate data to inform teachers and staff of subgroup performance. • QSP Training - This training calendar is the outlined PD provided to HHS staff by the Quality Schools Program coach and team. • SY 16-17 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need. • Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development. <p>Final Evaluation:</p>	
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<p>[P.C.1] Galileo Training HHS SY 16-17 Calendar PD Agenda from Data Driven Instruction Professional Development Budget 2016 - 2017 Quiz Builder Screenshot SY 16-17 Calendar</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • PD Agenda from Data Driven Instruction - All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. • Galileo Training - The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. • Quiz Builder Screenshot - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students. • SY 15-16 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need as described through our PD SOP process. • QSP Scope of Work - The Quality Schools Program (year 1 of 3), provided the outline of the PD that will be provided and learning outcomes. This was one of the ways that ongoing support was provided to all staff implementing strategies learned from PD sessions. Our QSP trainer required each staff member to produce deliverables after every single PD session. <p>Final Evaluation:</p>	
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<p>[P.C.2] SY 16-17 Calendar Professional Development Budget 2016 - 2017 Professional Development Planning Document</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Professional Development Budget 2015 – 2016 - This is the budget for this school year’s PD costs. There is an ongoing financial commitment to professional development as reflected in the annual budget that includes the necessary resources to sustain high quality implementation for professional development. Professional Development Planning Document - This document is used to evaluate who, what, why and how of professional development. <p>Final Evaluation:</p>	
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<p>[P.D.1] PLC Feedback PLC Standards Analysis Form QSP Deliverables Reviews/Retros Teacher Evaluation Tool Walk-Through Analytics from PD</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teacher Evaluation Tool - This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction • Walk-Through Analytics from PD - The Analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. <p>Final Evaluation:</p>	
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<p>[P.D.2] March PD Overview PD Agenda from Data Driven Instruction PD Reflection Form PLC Discussions Professional Development SOP QSP Deliverables Quiz Builder Screenshot</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> ○ PD Reflection Form - A form that every staff member fills out after attending a PD. All staff has access to review the notes and pertinent information about PD. ○ Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. ○ PD Agenda from Data Driven Instruction - All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. This was monitored via the Teacher Evaluation Tool. ○ QSP Deliverables - Quiz Builder Screenshot (example of 1 deliverable) <ul style="list-style-type: none"> ▪ Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. This was part of a PD session provided by our QSP Trainer. There was follow up to ensure the correct implementation of the strategy learned in that particular section. Coaches do walkthroughs to follow up on implementation of the PD strategies learned. <p>Final Evaluation:</p>	
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High
 School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[G.A.1] Academic Contracts Ace of Diamonds Student Led Meetings Attendance Contracts Career Exploration Courses ECAP Development Enrollment SOP Field Trips Flex Class Scheduling Graduation Check Sheets IEP Transition Goals and Attainment Pre-Enrollment Interviews Student Services Checklist Time Travel Activity Transcripts</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder creates academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Blueprint uses three categories of tools to keep students on track: predictive interventions, timely and tailored interventions and personalized transition planning. • Enrollment SOP - The purpose of this document is to outline the established enrollment policies and procedures at the schools within Blueprint Education. • Graduation Check Sheets - Document used to interpret a student’s transcript and outline their course and if they are on target for their graduation plan. • Student Services Checklist - Document used to track online student academic hours, course progress and completion, and enrollment date. This is used as the graduation check sheet for students that are online. • Pre-Enrollment Interviews- designated staff reviews the school’s expectations, the student’s goals and the plans for attaining those criteria. This includes a review of prior academic and behavioral history and putting them on a plan; meeting with the administration and guidance counselor before enrollment helps get them on track. • Transcripts- culmination of a student’s academic records from every school they have been enrolled in. • Academic Contracts-All Schools - are used to track, document, and improve attendance and engagement. • Attendance Contracts All Schools - used to track, document, and improve student’s engagement. • Career Exploration Courses are used to help students target a career and goal. • Field Trips are taken to colleges all over the state. • Ace of Diamonds Student Led Meetings- students meet to discuss progress of their academic goals with mentor • Flexible Class Schedules - empowers students to schedule a start time and the number of hours they can attend. • ECAP Development - Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement. • IEP Transition Goals and Attainment - The IEP, Individualized Education Program, is a written document that’s developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year. • Time Travel Activity- Based on the Kids at Hope philosophy, students are taken through various “time travel” experiences to generate student career and life goals. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[G.A.2] Academic, Attendance and Behavior Contracts AIP SOP Overview AIP SOP Academic Interventions AIP SOP Tiered Instructional System Behavior Contracts ECAP Graduation Plans IEP Redacted Monthly Recollection Form Student Services Checklist Weekly Reflection</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • AIP SOP Overview - The standard operating procedure for a more timely approach to help students stay on track towards graduation and motivated to be more engaged in school. The new process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications. • The AIP Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery. • Academic Contracts - used to track, document, and improve all student’s academic, social, behavioral engagement as well as attendance . • Behavior Contracts are used to track, document, and improve all student’s behaviors and engagement, including attendance. • Student Services Checklist, which is used to track online student academic hours, course progress and completion, and enrollment date. • Weekly Reflection that is used a weekly basis to generate feedback for iterative improvement • Monthly Recollection Form that summarizes the weekly reflection forms for students to reflect on and create and assess goals. On a quarterly basis students also meet with the guidance counselor to complete subsequent portions of their ECAP. • ECAP (Education and Career Action Plans). Graduates also meet bi-annually with the guidance counselor and principal to review post high school goals embedded within the IEP and ECAP, Graduation Plans, and necessary processes that secure their planned placement after graduation. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 938 1247 1034"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1247 938 1917 1034"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[G.B.1] Academic Contracts Academic, Attendance and Behavior Contracts Agile Achievement Data Board AIP SOP Tiered Instructional System Attendance Contracts Behavior Contracts Graduation Plans Graduation Check Sheets Monthly Recollection Form Non Academic AIP SOP Non Academic AIP SOP Monitoring System (Behavior Interventions) Non Academic AIP SOP Monitoring System (Monitoring Protocol) Non Academic AIP SOP Monitoring System (Attendance Tracking) Progress Check - HHSO Staff Meeting Agendas Student Services Spreadsheet Teacher Tracking Forms Weekly Reflection</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Non Academic AIP SOP outlines that responsibility for student academic intervention shifts to various staff members as a student gets further and further behind. It outlines that the responsibility for student academic intervention shifts to various staff members as a student acquires more absences and tardies. • Weekly Reflection - has been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement on a weekly basis. • Monthly Recollection Form - monitors the effectiveness of teacher interventions, and student progress and achievement on a monthly basis. • Student Services Spreadsheet -Our system begins with accurate and immediate reporting from all staff. We have designed a virtual hub where incidents, positive behavior, social barriers, and any impediments for a student can be logged. Once information is entered by any staff member, all staff receive an email notification about the report. • AIP SOP Tiered Instructional System -is the standard operating procedure for a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal. • Staff meeting agendas - reflect time slots to discuss student issues or to clarify student reports. The first line of defense in academic issues is the student’s content area teacher, the second line of defense, once a student is struggling in more than one class, is the Ace of Diamond mentor or student services specialist. The third line of defense for academics is the guidance counselor and finally the principal. • Academic, Attendance, and Behavior Contracts - are customized contracts that help students work their way back to a path of success. • Graduation Check Sheets is a form that allows complete transparency about a student’s progress towards graduation and course completions. • Graduation Plans - is a plan that every student receives upon enrollment that outlines their course plan from their first day of attendance through their scheduled graduation date. • The Agile Achievement Data Board - is a visible board located in every classroom that displays student achievement and progress through their courses. <p>Final Evaluation:</p>	
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<p>[G.B.2] Academic Contracts Academic Intervention Plan Reports Ace of Diamonds Tracking Sheet Attendance Contracts Behavior Contracts Course Completion Report Edgenuity Progress Report Edgenuity Scores and Activity Review Edgenuity Session Log Edgenuity Standards Mastery Report Fulfilled Academic, Behavior and Attendance Contracts Present Levels Log Tools, Program, and Process Review Form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • In an ongoing effort to consistently inspect, adapt, and improve our processes, our schools routinely evaluate the effectiveness of our implemented tools, programs, and processes. Every quarter, district PD that is scheduled to review curriculum and instruction, and on this same cycle each school holds their own Review and Retrospective PLC led by the principal to analyze data from contracts, reports, tracking sheets and logs. • Fulfilled Academic, Behavior, and Attendance Contracts • Contracts assigned to student that were completed by the student with the goal of guiding the students back to a path of success. • The Course Completion Report - is a report generated that tracks how many courses a student completes and when they complete them. This is used as an evaluative measure to ensure the effectiveness of our systems. • The Edgenuity Standards Mastery Report - is a report generated from Edgenuity that displays the standards that a student has mastered either individually or a group. • The Edgenuity Progress Report - informs academic coaching staff if students have completed all assigned coursework, are catching up when behind, or are meeting targeted goals. This provides staff with the information necessary to evaluate the effectiveness of processes in place and or whether to continue or add new interventions. • The Ace of Diamonds Tracking Sheet - is a form that is filled out by teacher and student that tracks a student’s ongoing improvement. • Edgenuity Session Log - is a report generated by Edgenuity that explicitly outlines how many exact hours of work a student spends working through their course content. This report also outlines how many hours a student is idle. This information allows us to verify the effectiveness of our academic, behavior, and social intervention strategies. <p>Final Evaluation:</p>		
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
 School Name: Blueprint High School, Hope High School, Hope High School Online

Site Visit Date: June 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Academic Persistence

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[P.A.1] Academic Coaching Forms Attendance Canvases (behavior and short & long term) Graduation Track Email Graduation Year Plan New Student late Enrollee Tracking Session Logs Special Session Attendance (academic & short and long term) Student Issues Tracker Student Survey</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to measure levels of engagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Student Issues Tracker (observational and data driven, long and short term)-Shared Tracker that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods. • Graduation Year Plan (data driven and long term) - Plan developed for every student upon enrollment that plans their schedule from day 1 through graduation. • Student Survey (Academic & behavior, long term) - Survey that gathers information about students prior educational successes and failures. (used to predict barriers) • Grad Track email (academic, long & short term) - Emails are sent regularly to alert all staff of cohort graduate’s course completion progress towards graduation. • New Student Late Enrollee Tracking (academic, short & long term) - Due to the self-paced fashion of Edgenuity curriculum, we found that tracking our late start students and adjusting their target start and end dates of their courses was a much better way to ensure their academic success. • Session Logs - This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity. • Academic Coaching Forms (academic & behavior, long and short term) - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis • Special Session Attendance (academic and long & short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end. Includes Intersession open labs, Summer Sessions and Open Friday - deficits in progress/credit attainment are identified for all students • Attendance Canvases (behavior and short & long term) - Posters that track the student’s attendance in a daily, weekly, monthly and semester long basis highlighting the students’ potential consequences. <p>Final Evaluation:</p>	
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<p>[P.A.2] Academic Contracts Academic, Attendance and Behavior Contracts Academic Coaching Forms Attendance Canvases (behavior and short & long term) Attendance Contracts Behavior Contracts Delivering Hope Calendar ECAP Sample Flex Class Scheduling Non Academic AIP SOP Monitoring System (Monitoring Protocol) Schoolmaster Log of Student Contacts - HHSO Social Media - BHS FB page Social Media - HHS FB page Social Media - HHSO FB page Special Session Attendance (academic & short and long term) Student Incentives Sample Student Incentives SOP</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely intervention for students demonstrating potential for disengagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Delivering Hope Calendar - Delivering Hope is the Community Service initiative at Hope High School. A series of community service events and fieldtrips have been scheduled for the entire school year. • ECAP Sample - Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement. • Student Incentives Sample - List of incentives for behavior, Assessments, and classroom engagement. • Student Incentives SOP - Each school has a Standard operating procedure document that outlines their incentive plan that drives the PBIS program (HERO), assessment motivation, attendance and engagement. • Social Media -FB pages - Each school commits to creating a social media presence to better connect with parents, students, and potential enrollees. • Academic, Behavior and Attendance Contracts - The schools use academic contracts to track, document, and improve all student’s academic standing and growth. • Non Academic AIP SOP Monitoring System (Monitoring Protocol) - The standard operating procedures for how each school monitors, implements, and evaluates their achievement, attendance, and behavior plans for their students. • Schoolmaster Log of Student Contacts - A shared, fluid document that tracks all communication interactions between student service coordinators and students. • Flex Course Scheduling – BHS - BHS and HHS use flexible scheduling strategies to prevent students from dropping out and to help overcome barriers. • Academic Coaching Forms - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis • Special Session Attendance (academic and long & short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end. This includes intersession open labs, Summer Sessions and Open Friday - deficits in progress/credit attainment are identified for all students • Attendance Canvases (behavior and short & long term) - Posters that track the student’s attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="569 1304 1245 1401"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1304 1896 1401"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.3] Academic Coaching Forms Attendance Canvases (behavior and short & long term) Attendance Contracts Grad Tracker Parent and Student Surveys - AZ Youth Survey 2016 Special Session Attendance (academic & short and long term) Staff Meeting Notes Student Exit Interview - Survey Student Issues Tracker</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder evaluates these strategies to determine effectiveness.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Staff Meeting Notes - Staff meeting minutes that reflect agenda time to discuss and resolve student issues. • Student Issues Tracker - Shared Tracker at HHS that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows the staff and principal to notice trends with student behavior for individual students as well as class periods. • Grad Tracker - A list that tracks all current and potential graduates. The list is shared and updated daily as students complete courses. • Student Exit Interview - A survey that collects information about why students choose to leave the school. Helps to predict impediments for future students. • Parent and Student Surveys-AZ Youth Survey 2016 - A survey that addresses aspects of the school environment that may foster or hinder students' social and academic growth. • Academic Coaching Forms - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis • Special Session Attendance (academic and long & short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end. • Intersession open labs • Summer Sessions • Open Friday - deficits in progress/credit attainment are identified for all students • Attendance Canvases (behavior and short & long term) - Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences • Attendance Records • Student Contracts (brick and mortar schools)-keep track of student successes and progress. • Session Logs - This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity. <p>Final Evaluation:</p>		
	<table border="1"> <tr> <td data-bbox="571 1274 1245 1372"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 1274 1896 1372"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	Blueprint Education Inc.	Schools	Hope High School, Blueprint High School, Hope High School Online
Charter Holder Entity ID	81041	Dashboard Year	2014
Submission Date	June 10, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: <u> </u> Hope High School <u> </u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math <i>(Traditional and Small Schools Only)</i>	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading <i>(Traditional and Small Schools Only)</i>	Not Applicable	Not Applicable	Not Applicable
Improvement—Math <i>(Alternative High Schools Only)</i>	Does Not Meet	Falls Far Below	Yes
Improvement—Reading <i>(Alternative High Schools Only)</i>	Does Not Meet	Does Not Meet	Yes
Percent Passing—Math	Meets	Falls Far Below	Yes
Percent Passing—Reading	Meets	Does Not Meet	Yes
Subgroup, ELL—Math	Meets	Falls Far Below	Yes
Subgroup, ELL—Reading	Meets	Does Not Meet	Yes
Subgroup, FRL—Math	Meets	Falls Far Below	Yes
Subgroup, FRL—Reading	Meets	Does Not Meet	Yes
Subgroup, students with disabilities—Math	No Rating	Falls Far Below	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate <i>(High Schools Only)</i>	Does Not Meet	Meets	Yes
Academic Persistence <i>(Alternative Schools Only)</i>	Meets	Meets	No

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Students are assessed throughout the school year (fall, winter, spring) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track



		achievement.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Students are assessed throughout the school year (fall, winter, spring) using ATI-Galileo Math Benchmark assessments. This data is analyzed to determine growth and track achievement.
High School Graduation Rate	Grad Tracker and Transcript Evaluation Process	All students are evaluated consistently to the minimum credit requirements for a high school diploma using the Grad Tracker and Transcript Evaluation Process. The resulting information is then used to identify credit deficiencies, formulate an intervention plan, build their school schedules, academic plans, and monitor and revise their progress towards graduation.
Academic Persistence	N/A	Met the Board's Standards

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board's standards.

The Charter Holder knows that the data described above is valid and reliable for a variety of reasons. First, the school has clear testing protocols in place for all testing to ensure that the testing environment yields authentic results. Second, the CEO and Leadership Team oversees structured training for testing coordinators and school teams to ensure that all protocols are met for the testing administration as outlined by ATI and ADE. Third, ATI and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI uses IRT (Item Response Theory) to ensure validity and reliability and provides evidence which allows for ADE to support the assessment's reliability and validity to the Arizona State Board of Education sufficient to have the AzMerit tests selected for all children in Arizona. Forth, a blueprint is available to schools to cross check the assessment with curriculum, to ensure content standards and testing standards are aligned. Lastly, the data provided from both the AzMerit assessment and ATI-Galileo provides an increasingly expanding comparison sample as the new test(s) is utilized by many schools within Arizona to evaluate student growth and achievement. As an example of the effort to maintain reliability and validity, as the new test(s) were given, adjustments were made to "cut scores" to address potential areas of concern ensuring the test and information provided was valid and reliable.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)



- b. How did the data identify gaps in curriculum and/or instruction?
- c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of Algebra I, Algebra II, and Geometry. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. The CBAS test in Algebra I, Algebra II, and Geometry were our primary sources for data. After analyzing the data, it revealed that in Math, 20% of our students met the growth target at the mid-point benchmark test. That number increased to 44% by the end of year post -test. A positive total of 24.44% growth. Basic to intensive interventions were provided for students not demonstrating proficiency.
Student Median Growth Percentile (SGP)—Reading	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. The CBAS test in ELA 9, 10, and 11, were our primary sources for data. After analyzing the data we saw gains in Reading, with 43% of our students meeting the growth target at the mid-point benchmark test. Although not as significant as the increase in Math, the percent did increase to 52% by the end of year post-test demonstrating 8.88% positive total growth. Basic to intensive interventions were provided for students not demonstrating proficiency.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Math	To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from Algebra I, Algebra II, and Geometry assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Reading	To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from ELA 9, 10, and 11 assessment results. Although analysis happens after each benchmark test, a more in depth look	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template,, this section is not applicable to our school.



	<p>happens after each of our three main data point tests listed above.</p>	
Percent Passing—Math	<p>To analyze the percent passing for Math, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>After analyzing the Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw a slight decrease from 5% at the baseline to 3% proficiency at the midpoint. However, by the post-test, there was a major increase to 43% passing.. This reflects 40% total growth for math.</p>
Percent Passing—Reading	<p>To analyze the percent passing for Math the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>After analyzing the Reading data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw only a slight increase from 6% at the baseline to 7% proficiency at the midpoint. However, by the post-test, there was a major increase to 31% passing. This reflects 25% total growth for Reading.</p>
Subgroup, ELL—Math	<p>To analyze the percent passing for ELL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>After analyzing the ELL Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw no increase from 0% at the baseline to 0% proficiency at the midpoint. However, by the post-test, there was a major increase to 63% passing. This reflects 63% total growth for ELL Math from pre to post-test. In general we believe the program and appropriate interventions are meeting student needs.</p>
Subgroup, ELL—Reading	<p>To analyze the percent passing for ELL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>After analyzing the ELL Reading data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw an increase from 8% at the baseline to 17% proficiency at the midpoint. However, by the post-test, there was a major increase to 50% passing. This reflects 42% total growth for ELL Reading from pre to post-test. In general we believe the program and appropriate interventions are meeting student needs.</p>
Subgroup, FRL—Math	<p>To analyze the percent passing for FRL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to</p>	<p>Population >=65%, population considered standard and not a sub-group. See percent passing Reading, and Percent Passing Math.</p>



	<p>analyze data both at the school level and at the district level.</p>	
<p>Subgroup, FRL—Reading</p>	<p>To analyze the percent passing for FRL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>Population >=65%, population considered standard and not a sub-group. See percent passing Reading, and Percent Passing Math.</p>
<p>Subgroup, students with disabilities—Math</p>	<p>To analyze the percent passing for ESS Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>After analyzing the ESS Math data for proficiency, we showed very little growth from the Baseline pre-test to the post test. We saw no increase from 0% at the baseline to 0% proficiency at the midpoint. However, by the post-test, there was a slight increase to 5% passing. This reflects 5% total growth for ESS Math from pre to post-test. Although there was growth demonstrated for this subgroup, it was very minimal. As with Reading, we began to investigate contributing factors that led to slow improvement for our ESS students. Examination of the poor performance for this sub-group was focused in two areas, staffing and remediation approach. Staffing was changed at Hope HS during the 3rd quarter, improvement was immediately evident (see Galileo Aggregate Report Alegbra1, Algebra 2, and Geometry). Intervention was modified with increases to supplemental supports and more blended teaching opportunities.</p>
<p>Subgroup, students with disabilities—Reading</p>	<p>To analyze the percent passing for ESS Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>After analyzing the ESS Reading data for proficiency, we saw no growth from the baseline pre-test to the post test. We saw no increase from 0% at the baseline to 0% proficiency at the midpoint. Unfortunately, by the post-test, there was also no increase and the percent passing remained 0% for this subgroup. Examination of the poor performance for this sub-group was focused in two areas, staffing and remediation approach. Staffing was changed at BHS following Semester 1 and at Hope HS during the 3rd quarter, improvement was not immediately evident, however we did see slight improvement with our ELA 9 students by the post test. (see Galileo Aggregate Report ELA 9,). Intervention was modified with changes and or increases to supplemental supports and more blended teaching opportunities. We also noted through the Galileo Aggregate Multi-Test report that there were no more than 2 students tested in each assessment area except for Algebra I, which only had a total of 3 students tested. With such a small</p>



		sample sizes, the scores of one student can greatly impact the perception of the data and the successfulness of our program.
High School Graduation Rate (Schools serving 12 th grade only)	Credit Analysis and regular progress monitoring	To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.
Academic Persistence (Alternative High Schools Only)	Not Applicable. Met the Board's Standards	Not Applicable. Met the Board's Standards



AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: ___Blueprint High School___			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Math (Alternative High Schools Only)	Does Not Meet	Falls Far Below	Yes
Improvement—Reading (Alternative High Schools Only)	Does Not Meet	Falls Far Below	Yes
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Falls Far Below	Meets	Yes
Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	Meets	Does Not Meet	Yes
Subgroup, FRL—Reading	Falls Far Below	Meets	Yes
Subgroup, students with disabilities—Math	No Rating	Meets	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate (High Schools Only)	Does Not Meet	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Exceeds	Meets	No

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Students are assessed throughout the school year (fall, winter, spring) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track



		achievement.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Students are assessed throughout the school year (fall, winter, spring) using ATI-Galileo Math Benchmark assessments. This data is analyzed to determine growth and track achievement.
High School Graduation Rate	Grad Tracker and Transcript Evaluation Process	All students are evaluated consistently to the minimum credit requirements for a high school diploma using the Grad Tracker and Transcript Evaluation Process. The resulting information is then used to build their school schedules, academic plans, and monitor and revise their progress towards graduation.
Academic Persistence	N/A	Met Board’s Standards

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

The Charter Holder knows that the data described above is valid and reliable for a variety of reasons. First, the school has clear testing protocols in place for all testing to ensure that the testing environment yields authentic results. Second, the CEO and Leadership Team oversees structured training for testing coordinators and school teams to ensure that all protocols are met for the testing administration as outlined by ATI and ADE. Third, ATI and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI uses IRT (Item Response Theory) to ensure validity and reliability and provides evidence which allows for ADE to support the assessment’s reliability and validity to the Arizona State Board of Education sufficient to have the AzMerit tests selected for all children in Arizona. Forth, a blueprint is available to schools to cross check the assessment with curriculum, to ensure content standards and testing standards are aligned. Lastly, the data provided from both the AzMerit assessment and ATI-Galileo provides an increasingly expanding comparison sample as the new test(s) is utilized by many schools within Arizona to evaluate student growth and achievement. As an example of the effort to maintain reliability and validity, as the new test(s) were given, adjustments were made to “cut scores” to address potential areas of concern ensuring the test and information provided was valid and reliable.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)
 - b. How did the data identify gaps in curriculum and/or instruction?



c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of Algebra I, Algebra II, and Geometry. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Student Median Growth Percentile (SGP) in Math was calculated by aggregating the assessment data for all Math related assessments, namely Algebra 1, Algebra 2 and Geometry. While the overall trend appears to be a dip in the growth percentile from a midyear of 55% to an end of year of 44%. Thorough analysis of this data has found that the decline in growth is a result of the individual performance of two students. Since the data sample was very small to begin with “under 10 students”, the performance of a single student can dramatically impact the calculation. For this reason, we fill that the decline in SGP is not an accurate measure of schoolwide growth, but, a reflection of an individual student’s ability to maintain the prescribed growth pace for the year.
Student Median Growth Percentile (SGP)—Reading	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. The CBAS test in ELA 9, 10, and 11, were our primary sources for data. After analyzing the data we also saw gains in Reading, with 27% of our students meeting the growth target at the mid-point benchmark test, with an increase to 44% by the end of year post -test demonstrating 17.17% positive total growth. Basic to intensive interventions were provided for students not demonstrating proficiency.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Math	To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from Algebra I, Algebra II, and Geometry assessment results. Although analysis happens after each	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.



	<p>benchmark test, a more in depth look happens after each of our three main data point tests listed above.</p>	
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Reading</p>	<p>To analyze improvement, reading proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from ELA 9, 10, and 11 assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.</p>	<p>Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.</p>
<p>Percent Passing—Math</p>	<p>To analyze the percent passing for Math, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>After analyzing the Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw an increase from 0% at the baseline to 8% proficiency at the midpoint. However, by the post-test, there was a major increase to 57% passing.. This reflects 49% total growth for math.</p> <p>Another observation was the increasing gains based on course. In general, all subjects demonstrated increasing proficiency, Algebra 1 (33%), Algebra 2 (50%), and Geometry (67%). In general we believe the program is meeting student needs.</p>
<p>Percent Passing—Reading</p>	<p>To analyze the percent passing for Reading the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>After analyzing the Reading data for proficiency, we showed overall growth from the Baseline pre-test to the post test. We saw a significant decrease from 17% at the baseline to 0% proficiency at the midpoint. However, with a change to ELA staff at the beginning of the second Semester, and intervention adjustments by the post-test, there was a major increase of 21% passing. This reflects 4% total growth for reading.</p> <p>Another observation was the increasing gains based on course. In general, all subjects with the exception of ELA 12 demonstrated gains by year end, proficiency, ELA 9 (25%), ELA 10 (25%), and ELA 11 (67%) and ELA 12 (-20%) In general we believe the program has been improved and is meeting student needs.</p>
<p>Subgroup, ELL—Math</p>	<p>To analyze the percent passing for ELL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the</p>	<p>No Students - N/A</p>



	<p>district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	
Subgroup, ELL—Reading	<p>To analyze the percent passing for ELL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	No Students - N/A
Subgroup, FRL—Math	<p>To analyze the percent passing for FRL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	Population >=65%, population considered standard and not a sub-group.
Subgroup, FRL—Reading	<p>To analyze the percent passing for FRL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	Population >=65%, population considered standard and not a sub-group. See percent passing, Reading and Math.
Subgroup, students with disabilities—Math	<p>To analyze the percent passing for ESS Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	After analyzing the Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. While we saw no increase from 0% at the baseline to 0% proficiency at the midpoint, by the post-test, there was a major increase to 40% passing.



Subgroup, students with disabilities—Reading	<p>To analyze the percent passing for ESS Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>Examination of the poor performance for this sub-group was focused in two areas, staffing and remediation approach. Staffing was changed at BHS following Semester 1 and at Hope HS during the 3rd quarter, improvement was immediately evident (see Galileo Aggregate Report ELA 9-12). Intervention was modified with increases to supplemental supports and more blended teaching opportunities (see ADE Summary, Reflection ,2 Item 3ii)</p>
High School Graduation Rate (Schools serving 12 th grade only)	Credit Analysis and regular progress monitoring	<p>To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.</p>
Academic Persistence (Alternative High Schools Only)	N/A	Met Board’s Standards

AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: <u>Hope High School Online</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	No Rating	Falls Far Below	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	Falls Far Below	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Not Applicable	No Rating	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Not Applicable	No Rating	Yes
Improvement—Math (Alternative High Schools Only)	Does Not Meet	Not Applicable	Yes
Improvement—Reading (Alternative High Schools Only)	Falls Far Below	Not Applicable	Yes
Percent Passing—Math	Exceeds	Meets	No
Percent Passing—Reading	No Rating	Meets	Yes



Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	No Rating	No Rating	Yes
Subgroup, FRL—Reading	No Rating	No Rating	Yes
Subgroup, students with disabilities—Math	No Rating	No Rating	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate (<i>High Schools Only</i>)	Does Not Meet	Falls Far Below	Yes
Academic Persistence (<i>Alternative Schools Only</i>)	Falls Far Below	Not Applicable	No

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See *Terms to Know* in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Students are assessed throughout their ELA courses (12 weeks to complete both A and B portions of each course) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track achievement.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Students are assessed throughout their Math courses (12 weeks to complete both A and B portions of each course) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track achievement.
High School Graduation Rate	Graduation Plan and Transcript Evaluation Process	To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.
Academic Persistence	HHSO uses several methods to detect and inform our staff of student engagement and motivation. Information from the following list is used to provide insights and patterns: <ul style="list-style-type: none"> Course 	Hope High School Online employs a comprehensive approach to ensure students are motivated and engaged in school. Levels of engagement are measured by amount/duration of work time and communication with teachers and support staff. Student Support Specialists and teachers are



- | | |
|--|---|
| <ul style="list-style-type: none"> • On-time course completions • Session Logs • Attendance • Grad Plan Analysis • Incentive Programs • Meet and Greets • Community Events participation • Academic Agreements • Attendance Agreements | <p>completions consistently reaching out and connecting with students to assist them with the completion of their courses. Student Support Specialists also send out weekly progress reports to students and parents to ensure student/parent understanding of course progress and pace. This also gives students the opportunity to discuss any life impediments that they might have. These conversations help us to better meet student needs by being flexible with time and progress. The nature of our program (ability to access and work through courses 24 hours a day/7days a week) gives students the freedom to design their own schedules. Progress reports also lead to conversations on how to help support students when they are falling behind and offer incentives to students who are forging ahead.</p> |
|--|---|

Teachers also support students in ensuring content understanding and mastery. Student achievement data within the curriculum is analyzed by the teachers to provide intervention strategies if needed. This helps students to maintain motivation to ensure progress toward graduation.

Refer to Academic Persistence SOP for further explanation.

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

The Charter Holder knows that the data described above is valid and reliable for a variety of reasons. First, the school has clear testing protocols in place for all testing to ensure that the testing environment yields authentic results. Second, the CEO and Leadership Team oversees structured training for testing coordinators and school teams to ensure that all protocols are met for the testing administration as outlined by ATI and ADE. Third, ATI and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI uses IRT (Item Response Theory) to ensure validity and reliability and provides evidence which allows for ADE to support the assessment’s reliability and validity to the Arizona State Board of Education sufficient to have the AzMerit tests selected for all children in Arizona. Forth, a blueprint is available to schools to cross check the assessment with curriculum, to ensure content standards and testing standards are aligned. Lastly, the data provided from both the AzMerit assessment and ATI-Galileo provides an increasingly expanding comparison sample as the new test(s) is utilized by many schools within Arizona to evaluate student growth and achievement. As an example of



the effort to maintain reliability and validity, as the new test(s) were given, adjustments were made to “cut scores” to address potential areas of concern ensuring the test and information provided was valid and reliable.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)
 - b. How did the data identify gaps in curriculum and/or instruction?
 - c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of Algebra I, Algebra II, and Geometry. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. Each Math course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. During this particular testing cycle, 5 out of the 11 (45%) students met the Expected Growth Rate target at 6 weeks (after portion A was completed). Basic Interventions were provided for students not demonstrating proficiency. From pre to post-test, 100% of the students met the Growth Target; however, at this point, there were 3 students left in the Math courses to assess.
Student Median Growth Percentile (SGP)—Reading	To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of ELA 9/10 and 11. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. Each ELA course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. At the end of the first 6 weeks, 7 out of 12 (58%) students met the Expected Growth Rate target, which demonstrated that they were on target for growth at halfway through the course. The course material increased in rigor and it was evident by their post-test scores. The other factor that also influences the end score is that the sample size went down by half.



Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Math	To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from Algebra I, Algebra II, and Geometry assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Reading	To analyze improvement, reading proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from ELA 9, 10, and 11 assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.
Percent Passing— Math	N/A	Met Board’s Standards
Percent Passing— Reading	To analyze the percent passing for Reading the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.	The Galileo assessments were aligned to the new state test AZMerit. Each ELA course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. In analyzing percent passing data, we found that 27% of the students in an ELA course tested proficient. At the midpoint, the sample size had decreased from 15 to 9 students and the % passing increased to 56%. This demonstrated that students were on target due to the course pacing. The post-test % passing decreased to 33% (although it was an increase from the baseline). The sample size decreased to 6 students. Through analysis we uncovered that adjustments need to be made to the B portion of the courses to ensure alignment of our curriculum’s pace/rigor with the Galileo post-test. The course material increased in rigor and it was evident by their post-test scores. The other factor that also influences the end score is that the sample size went down by half.
Subgroup, ELL— Math	To analyze the percent passing for ELL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional	No Students - N/A



	content teams to analyze data both at the school level and at the district level.	
Subgroup, ELL—Reading	To analyze the percent passing for ELL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.	No Students - N/A
Subgroup, FRL—Math	To analyze the percent passing for FRL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.	Population >=65%, population considered standard and not a sub-group.
Subgroup, FRL—Reading	To analyze the percent passing for FRL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district host a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.	Population >=65%, population considered standard and not a sub-group.
Subgroup, students with disabilities—Math	To analyze the percent passing for ESS Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.	<p>After analyzing the ESS Math data for proficiency, we saw that none of the ESS students tested proficient. We saw no increase from 0% at the baseline to 0% proficiency at the midpoint or at the post-test level. Examination of the poor performance for this sub-group was focused in two areas: staff, level of support and lack of data points.</p> <p>1-Similar district-wide scores caused the Leadership Team to examine the trend. Upon analysis, ESS teacher instruction and support was examined. This analysis led to the eventual need for a staff change to better meet ESS student needs.</p> <p>2-The other issue with this data is that there are multiple students who did not finish the series of tests. (pre, mid and post) because extending time for course completion is an accommodation. This greatly affected our data.</p>
Subgroup, students with disabilities—Reading	To analyze the percent passing for ESS Reading students, the school collects and analyzes data through Galileo benchmark	After analyzing the ESS Reading data for proficiency, we saw that none of the ESS students tested proficient. We saw no increase from 0% at the



	<p>system. Specifically in the areas of ELA 9, ELA 10, ELA 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>baseline to 0% proficiency at the midpoint or at the post-test level. Examination of the poor performance for this sub-group was focused in two areas: staff, level of support and lack of data points.</p> <p>1-Similar district-wide scores caused the Leadership Team to examine the trend. Upon analysis, ESS teacher instruction and support was examined. This analysis led to the eventual need for a staff change to better meet ESS student needs.</p> <p>2-The other issue with this data is that there are multiple students who did not finish the series of tests. (pre, mid and post) because extending time for course completion is an accommodation. This greatly affected our data.</p>
<p>High School Graduation Rate (Schools serving 12th grade only)</p>	<p>Credit Analysis and regular progress monitoring</p>	<p>To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p>N/A</p>	<p>N/A</p>

AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guides that process?

Answer

Write answer here. Suggested word count is 400 words.

The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. Blueprint employs policies and procedures to align and implement our curriculum and measure its effectiveness. It is Blueprint’s goal to ensure that teachers implement the curriculum the way it is designed in terms of pacing and content so we can be sure students are receiving standards-aligned content at the appropriate level of rigor and engagement.

1. Curriculum SOP

The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments.

2. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.



3. AZ Common Core ELA 10/Algebra 1 Scope

- a. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.

4. ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

5. English/Algebra 1 BAR

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

6. 6 Week Instructional Plan (Re-teach Protocol)

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form. In addition to Edgenuity’s release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.

7. Course Change Protocol

- a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Curriculum SOP
2. AZ Common Core ELA/Algebra 1 Alignment
3. AZ Common Core ELA 10/Algebra 1 Scope
4. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk
5. English/Algebra 1 BAR



- 6. 6 Week Instructional Plan (Re-teach Protocol)
- 7. Course Change Protocol

Question # 2: What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The criteria and process Blueprint initially uses to evaluate curricular effectiveness is to evaluate the availability and rigor of standards covered in the curriculum. It is then guided through various summative and formative assessments provided within our curriculum. Growth and proficiency are analyzed and evaluate student learning and curricular effectiveness. These assessments are given at varied intervals within the curriculum to measure how effectively the students learn the curriculum.

The other criteria and process Blueprint uses to evaluate curricular effectiveness is through Galileo benchmarks. The analyzed benchmark scores indicate where the curriculum might not have met student learning needs at the appropriate pace and rigor.

1. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.

2. Curriculum SOP

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption

3. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

4. English/Algebra 1 BAR

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

5. Formative Assessments

- a. Results are analyzed to measure growth and proficiency to ensure curriculum is effective (daily basis)

6. Summative Assessments (at the Unit mark)

7. Benchmark Score Report (quarterly)

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. AZ Common Core ELA/Algebra 1 Alignment
- 2. Curriculum SOP
- 3. ELA/Algebra 1 for Edgenuity Galileo Crosswalk
- 4. English/Algebra 1 BAR



5. Formative Assessments
6. Summative Assessments
7. Benchmark Score Report

Question # 3: What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

AZCCR Standards and Galileo’s AZMerit blueprints are used as the criteria to identify curricular gaps during regularly scheduled PLC meetings. Benchmark Assessment Review documents (BARS) and the Crosswalk documents, and Galileo results are analyzed to identify gaps and areas of weakness.

Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

2. English/Algebra 1 BAR

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

3. 6 Week Instructional Plan (Re-teach Protocol)

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

4. PLC Calendar

- a. This allows for district PLCs to meet on a quarterly basis to identify gaps in curriculum

These documents are used to identify gaps and highlight trends in student performance data (from Galileo) that indicates large percentage of students not meeting proficiency or growth goals.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Algebra 1 for Edgenuity Galileo Crosswalk
2. English/Algebra 1 BAR



- 3. 6 Week Instructional Plan (Re-Teach Protocol)
 - 4. PLC Calendar
-



B. Adopting Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Blueprint’s policy is to minimize any curricular gaps and to identify supplemental material that can be used to fill those gaps.

Identify potential supplemental material to address the identified gaps using the following questions: Does the supplemental material align to the standards? Does it address the gaps identified by Gap Analysis?

Once the gaps are identified, individual school staff meets to determine which of the supplemental options meet the needs of their campus. Results of the used supplemental material are discussed in future PLCs to determine effectiveness.

- 1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk**
 - a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.
- 2. English/Algebra 1 BAR**
 - a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.
- 3. 6 Week Intervention Plan (Re-Teach Protocol)**
 - a. Teacher identified list of standards that have not been met during the previous benchmarking period.
- 4. Intervention Alert Report**
 - a. The Intervention Alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. This report is used by PLCs to identify supplemental curriculum options to address the deficient standards.
- 5. Curriculum SOP**
 - a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk
2. English/Algebra 1 BAR
3. 6 Week Intervention Plan
4. Intervention Alert Report
5. Curriculum SOP



Question #2: Once the Charter Holder has chosen to adopt new and/or supplemental curriculum, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

<p>Answer</p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>Each site fills out and submits their own Supplemental Curriculum Vendor Review Sheet which identifies the accepted criteria for adopting the program/materials.</p> <ol style="list-style-type: none"> 1. Curriculum SOP <ol style="list-style-type: none"> a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption. 2. Supplemental Vendor Review Sheet-This sheet is used to evaluate supplemental curriculum based on the same applicable criteria as Blueprint’s primary curriculum
<p>Documentation</p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> 1. Curriculum SOP 2. Supplemental Vendor Review Sheet

C. Revising Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

<p>Answer</p> <p>The revision process is similar to the evaluation process, except it begins from at the classroom level and expands to a school level with benchmarking. It continues to the district level in the form of revisions using aggregated data from benchmarking.</p> <ol style="list-style-type: none"> 1. Curriculum SOP <ol style="list-style-type: none"> a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. 2. PLCs <ol style="list-style-type: none"> a. PLCs meetings are used to monitor the implementation of the curriculum and assess how well it is meeting the students’ needs 3. 6 Week Intervention Plan (Re-Teach Protocol) <ol style="list-style-type: none"> a. Teacher identified list of standards that have not been met during the previous benchmarking period. 4. Course Customization Sheet <ol style="list-style-type: none"> a. This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. 5. GAP Analysis <ol style="list-style-type: none"> a. Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. PLCs recommendations are presented to the Leadership Team to make



revisions at the district level.

6. Edgenuity Progress Report ELA & Algebra 1

- a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. Curriculum SOP
- 2. PLCs
- 3. 6 Week Intervention Plan (Re-Teach Protocol)
- 4. Course Customization Sheet
- 5. GAP Analysis
- 6. Edgenuity Progress Report ELA & Algebra 1

Question #2: Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

While the process may be different depending on the level at which the revision takes place, school level or district, the criteria remains the same: content can be adjusted but assessments must remain to ensure the integrity of standards coverage, a minimum and maximum of lesson hours, must be completed.

1. Curriculum SOP

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption

2. Assessment SOP

- a. The Galileo assessments and schedule guide curriculum instruction so that students are assessed on the material covered within the appropriate semester.

3. Blueprint Education QSP Training #2 Agenda

- a. Charter Association’s Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.

4. Course Revision Guideline Sheet

- a. This checklist is used to ensure that each course has the appropriate components and required hours to issue credit. The Leadership Team uses this document to make district wide curriculum revisions.



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Curriculum SOP
2. Assessment SOP
3. Blueprint Education QSP Training #2 Agenda
4. Course Revision Guideline Sheet

D. Implementing Curriculum

Question #1: What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

Teachers and the site principal are held responsible to monitor the coverage by Edgenuity (digital curriculum) and supplemental sources. Evidence is provided from the Edgenuity Course alignment documents and Galileo Intervention Alert Report. Teachers also conduct “virtual walk-throughs” to ensure digital curriculum is being delivered consistently.

Teachers look to Edgenuity to view student reports to ensure students are moving through Edgenuity curriculum with fidelity. Principals also look to Edgenuity to view student reports and teacher feedback to ensure students are moving through Edgenuity curriculum with fidelity.

These expectations have been communicated through regularly scheduled meetings at each school, through the PLC meetings and through Edgenuity trainings and are monitored through the Teacher Evaluation Tool.

- 1. ELA/ Math Quarterly Benchmark CBAS #1 & #2**
 - a. Compared sample of two subsequent benchmark exams.
- 2. Monitoring Instruction SOP**
 - a. The Monitoring instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.
- 3. Progress Report**
 - a. The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.
- 4. AZ Common Core ELA 10/Algebra 1 Scope**
 - a. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.
- 5. AZ Common Core ELA/Algebra 1 Alignment**



- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.
- 6. English/Algebra 1 BAR**
 - a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.
- 7. Teacher Evaluation Tool**
 - a. To ensure that AZCCRS aligned curriculum is implemented with fidelity, teachers are evaluated using the Teacher Evaluation tool.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. ELA/ Math Quarterly Benchmark CBAS #1 & #2
2. Monitoring Instruction SOP
3. Progress Report
4. AZ Common Core ELA 10/Algebra 1 Scope
5. AZ Common Core ELA/Algebra 1 Alignment
6. English/Algebra 1 BAR
7. Teacher Evaluation Tool

Question #2: What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools? How have these expectations been communicated to instructional staff?

Answer

Write answer here. Suggested word count is 400 word

Essential curricular tools are time-boxed to provide regular monitoring at finite intervals of time that vary from weekly, bi-weekly to 6 week intervals and longer. Forms have been developed by the staff and leadership or are provided through Edgenuity. Staff expectations regarding the submission of these forms are part of staff trainings. These forms are used as part of the student/course review that occurs at weekly and quarterly meetings. Additionally, Blueprint is a participant of the Quality Schools Program and the expectation of the program is consistent use of tools and best practices.

- 1. Annual Teacher Evaluation (Process and Procedures)**
 - a. Peak Performance Reviews are used to measure and evaluate the consistent use of curricular tools. The expectations outlined in the Peak Performance Review are presented to staff at the beginning of the year to ensure staff awareness.
- 2. District Walk-through and Observation Forms (All Schools)**
 - a. This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction. (digital curriculum)
- 3. Bi-Weekly Intervention Agreement** - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction



- 4. Academic Coaching Forms** (academic & behavior, long and short term)
 - a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis
- 5. Progress Report**
 - a. The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.
- 6. 6 Week Intervention Plan**
 - a. Teacher identified list of standards that have not been met during the previous benchmarking period.
- 7. English/Algebra 1 BAR**
 - a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.
- 8. QSP Scope of Work**
 - a. The Quality Schools Program’s outline of the PD that will be provided and learning outcomes.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Annual Teacher Evaluation (Process and Procedures)
2. District Walk-through and Observation Forms (All Schools)
3. Bi-Weekly Intervention Agreement
4. Coaching Form
5. Progress Report
6. 6 Week Intervention Plan
7. Benchmark Assessment Review (BAR)
8. QSP Scope of Work

Question #3: What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

Answer

Write answer here. Suggested word count is 400 words.

Blueprint has purchased and implemented a pre-packaged digital curriculum (Edgenuity) that teaches all grade-level AZCCR Standards (grades 3-12). As previously mentioned, a variety of documents demonstrate that all grade-level standards are taught within the appropriate courses. Assessments within the curriculum monitor proficiency and mastery, when students need additional assistance to meet learning goals, re-teaching and intervention are implemented to provide continuing academic growth.

Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for



course improvements via Course Customization form. In addition to Edgenuity’s release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.

1. Course Change Protocol

- a. Teachers keep track and submit their suggestions for course improvements and/or revisions based on assessment results. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. Teachers provide supplemental material in the classroom and students with individual gaps in their standards mastery are placed in an intervention program that targets the areas of need.

2. 6 Week Instructional Plan (Re-teach Protocol)

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

3. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction

Student progress both in content and pacing is monitored on a weekly basis and students received direct coaching to assist with maintaining and or improving progress.

4. Edgenuity Standards Mastery Report:

- a. The Lesson Mastery Report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for re-teaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard.

5. Galileo Intervention Alert Report:

- a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Course Change Protocol
2. 6 Week Instructional Plan (Re-teach Protocol)
3. Bi-Weekly Intervention Agreement
4. Edgenuity Standards Mastery Report
5. Galileo Intervention Alert Report



E. Alignment of Curriculum

Question #1: What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?

Answer

Write answer here. Suggested word count is 400 words.

The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. Blueprint employs policies and procedures to verify alignment and measure its effectiveness. It is Blueprint’s goal to ensure that teachers implement the curriculum the way it is designed in terms of pacing and content so we can be sure students are receiving standards-aligned content at the appropriate level of rigor and engagement.

1. Curriculum SOP

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments.

2. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.

3. AZ Common Core ELA 10/Algebra 1 Scope

- b. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.

4. ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

Gap Analysis, Part 1: Ongoing PLC’s complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

5. English/Algebra 1 BAR

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports” from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

6. 6 Week Instructional Plan (Re-teach Protocol)

- a. Document outlines standards where students scored below proficient and helps to



identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Curriculum SOP
2. AZ Common Core ELA/Algebra 1 Alignment
3. AZ Common Core ELA 10/Algebra 1 Scope
4. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk
5. English/Algebra 1 BAR
6. 6 Week Instructional Plan (Re-teach Protocol)

Question #2: When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?

Answer

Write answer here. Suggested word count is 400 words.

Galileo quizzes and Benchmarks are analyzed on a regular basis as part of the Arizona Charter Association's Quality Schools Program during quarterly PLC meetings. This is done at each campus and also at the district level. By analyzing the results, we can measure the effectiveness of the curricular changes as indicated by student reports in Galileo.

On the school/classroom level teachers keep track and submit their suggestions for course improvements and/or revisions using a Course Change Protocol Form. These changes can be monitored using Galileo Quizzes and Benchmarks Assessments and also the reports found in the digital curriculum which is linked to required standards.

1. **Quarterly district PD agenda**
2. **Principal Leadership Team meeting minutes.**
3. **Course Change Form**
 - a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol
4. **Galileo Intervention Report**
 - a. Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.
5. **Edgenuity Quizzes, tests and Mastery Reports**

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Quarterly district PD agenda
2. Principal Leadership Team meeting minutes
3. Course Change Form



- a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol
- 4. Galileo Intervention Report
 - a. Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.
- 5. Edgenuity Quizzes, tests and Mastery Reports

F. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	Subgroups are assigned prescriptions targeted to their specific needs which are identified in the 6 week Instructional Plan. This plan is developed based on student achievement data from Galileo benchmarks; however, the plan includes the implementation of supplemental curriculum and/or targeted interventions outlined in the AIP SOP-Tiered Instructional System. The Group is monitored in the digital curriculum’s LMS.	<ol style="list-style-type: none"> 1. 6 Week Instructional Plan 2. Bi-Weekly Intervention Agreement 3. IXL Sample Analytics 4. Sub-group Identification in Edgenuity 5. AIP SOP Overview <ul style="list-style-type: none"> a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.



		<p>The supplemental material has integrated assessments that are used to monitor their formative and or summative development. Galileo quizzes and eventual benchmarks are utilized to provide additional confirmation of the effectiveness of the supplemental material.</p>	
ELL students	<input type="checkbox"/>	<p>Upon enrollment, ELL students' AZELLA scores are documented. ELL students who qualify will receive an ILLP (Individual Language Learning Plan). These reports are analyzed and updated quarterly to monitor student progress and mastery of both content and language objectives.</p> <p>Curriculum options such as Text to Speech and Curriculum Translator are introduced as supplemental aides to the student.</p> <p>The supplemental aides are supported by our curriculum's integrated assessments and are used to monitor the students' formative and/or summative development via pre-, and post Galileo quizzes, benchmarks, and at year end AZELLA test.</p>	<ol style="list-style-type: none"> 1. Individualized Language Learning Plan 2. AZELLA Score Report that shows growth 3. AIP SOP Overview <ol style="list-style-type: none"> a. The Tiered Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery. 4. Curriculum Translator <ol style="list-style-type: none"> a. All ELL students are identified and given modifications such as closed caption notes, translation options of content, and text to voice options selected for each of their classes. These students are also given the opportunity to take more time on their tests, and teachers may make special accommodations to allow students to use their e-notes during unit tests and final course exams.
Students eligible for FRL	<input type="checkbox"/>	<p>Over 65% of our population is categorized as FRL students. Because of this, interventions for this group are actually schoolwide norms.</p>	<ol style="list-style-type: none"> 1. 6 Week Instructional Plan 2. Bi-Weekly Intervention Agreement 3. IXL Sample Analytics 4. Sub-group Identification in Edgenuity 5. AIP SOP Overview <ol style="list-style-type: none"> a. Instructional System is designed to ensure all Blueprint students



		<p>Based on need as identified by student achievement data, students are assigned prescriptions targeted to their specific needs which are identified in the 6 week Instructional Plan. This plan is developed based on student achievement data from Galileo benchmarks; however, the plan includes the implementation of supplemental curriculum and/or targeted interventions outlined in the AIP SOP-Tiered Instructional System.</p>	<p>have targeted, intentional and monitored interventions to ensure grade level content mastery.</p>
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>Students with Individualized Education Plans are provided support and interventions as needed per disability and plan. The group is monitored within the digital curriculum LMS. The effectiveness of the support and/or interventions is monitored collaboratively by the Special Education teachers, General Education teachers and administrators by analyzing student scores within the curriculum, Galileo benchmark data, and/or supplemental curriculum data.</p>	<ol style="list-style-type: none"> 1. Bi-Weekly Intervention Agreement 2. IXL Sample Analytics 3. Sub-group Identification in Edgenuity 4. AIP SOP Overview <ol style="list-style-type: none"> a. The Tiered Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery. 2. IEP Redacted <ol style="list-style-type: none"> a. The example shows student goals and progress based on the school program and curriculum as well as differentiated supports 3. Individual Galileo Score Report <ol style="list-style-type: none"> a. This report shows the growth of a student with an IEP. The report helps us to determine the effectiveness of our curriculum and supplemental supports.





AREA III: ASSESSMENT

Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Developing the Assessment System

Complete the table below with the Charter Holder’s applicable information.

Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo CBAS	9-12	Benchmark	ELA and Math, Biology	Proficiency & growth	Quarterly
Galileo Quiz Builder	9-12	Intervention & formative	ELA and Math, Biology	Proficiency	Bi-weekly/ +/-18 times per year
Edgenuity Formative Assessments	7-12	Formative	All subject areas	Proficiency	At the completion of daily lessons/daily
Edgenuity Summative Assessment	7-12	Summative	All subject areas	Proficiency	At the completion of Units and courses/Weekly, monthly, quarterly, bi-annually or annually
Edgenuity MyPath	7-12	Diagnostic & prescriptive	Math & ELA	Proficiency	When students are identified needing special modifications/at the start of a MyPath course
AZ Merit	7-12	Summative	Reading and Math	Growth and Proficiency	3 times a year
AIMS Science	9-12	Summative	Science	Proficiency	Annually
AZELLA	7-12	Diagnostic	English Language	Proficiency	Annually



Question #1: What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Blueprint Education’s assessment system is an ongoing process that provides a continuous stream of data from multiple sources, formative, summative, and benchmark, at regularly scheduled intervals. These intervals and tools overlap providing a cross check of the data regarding progress. These data points generate a comprehensive picture of Blueprint’s efforts to achieve academic growth and proficiency for every student. At various key intervals, the reliability and validity of the tests are measured regarding their predictive ability on increasingly more comprehensive summative tests.

The criteria that guides this process and informs our decisions regarding assessment tools is in the accuracy of the tool’s predictive ability (**Galileo and AZMerit Comparative Data**). The other data used to evaluate the effectiveness of assessment tools in the **Edgenuity and Galileo Comparative Data**. This is measured and monitored as part of the QSP process in each individual campus and district-wide during the quarterly **QSP meetings**.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Galileo and AZMerit comparative data showing predictive ability of Galileo (ask Dillon)
2. Edgenuity and Galileo comparative data showing predictive ability of Edgenuity
3. QSP Meeting Agenda

Question #2: What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The evaluation of the alignment of assessment tools to the curriculum comes prepared in the digital curriculum which has the lesson content “tagged” to trigger questions that build the assessments. The evaluation of the assessment outside of the curriculum is an ongoing process, involving BARS and Crosswalks to ensure that assessments are evaluating content that students have covered. This is part of the quarterly PLC process, and the analysis of data identifies trends, gaps, and weaknesses within the assessment systems.

1. **ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
 - a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.
2. **Test Blueprint Report Algebra 1**
 - a. Galileo test blueprint which we use to align our curriculum.
3. **Test Blueprint Report ELA 10**



- a. Galileo test blueprint which we use to align our curriculum.
- 4. English/Algebra 1 BAR**
 - a. These documents ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.
- 5. AZ Common Core ELA 10/Algebra 1 Scope**
 - a. The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
- 2. Test Blueprint Report Algebra 1**
- 3. Test Blueprint Report ELA 10**
- 4. English/Algebra 1 BAR**
- 5. AZ Common Core ELA 10/Algebra 1 Scope**

Question #3: What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Assessments are aligned to instructional methodology through an ongoing system that provides checks and balances. Blueprint’s ongoing process to evaluate how the assessments are aligned to the instructional methodology is comprised of a couple parts. Teachers and Administrators use the AZMerit blueprint in Galileo to ensure all standards are covered within the curriculum. The PLCs created the Crosswalks to identify and address any gaps in curriculum. Our curriculum is digital and direct instruction is embedded within the courses. By ensuring that the course structures are aligned to our Galileo assessments, we ensure that the instructional methodology is aligned.

- 1. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
 - a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed
- 2. Test Blueprint Report Algebra 1**
 - a. Galileo test blueprint which we use to align our curriculum.
- 3. Test Blueprint Report ELA 10**
 - a. Galileo test blueprint which we use to align our curriculum.
- 4. PLC Schedule**
- 5. AZ Common Core ELA 10/Algebra 1 Scope**
 - a. The Scope and Sequence and Standards Alignment documents prove that curriculum



content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class.
Documentation
<p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> 1. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk 2. Test Blueprint Report Algebra 1 3. Test Blueprint Report ELA 10 4. PLC schedule 5. AZ Common Core ELA 10/Algebra 1 Scope

B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	The assessment system monitors students with proficiency in the bottom 25% by measuring their growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly) generally and specifically in targeted areas. Results are compared to previous data and the if the results are not sufficient, supplemental material is provided and/or adjustments are made.	<ol style="list-style-type: none"> 1. 6 Week Instructional Plan 2. Bi-Weekly Intervention Agreement 3. IXL Sample Analytics 4. Sub-group Identification in Edgenuity 5. AIP SOP Overview <ol style="list-style-type: none"> a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery. 6. Edgenuity Progress Report
ELL students	<input type="checkbox"/>	The assessment system monitors ELL students’ growth and	<ol style="list-style-type: none"> 1. Individualized Language Learning Plan



		<p>proficiency at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</p> <p>Qualifying ELL students will have an ILLP (Individualized Language Learning Plan). These plans are updated quarterly to ensure that ELL students are progressing and growing academically based on the various curriculum differentiations and supplemental curriculum.</p>	<ol style="list-style-type: none"> 2. State Assessments 3. Galileo reports 4. AIP SOP Overview <ol style="list-style-type: none"> a. Blueprint Education’s Academic Intervention Plan provides interventions and supports based on student assessment scores. 5. AIP SOP Tiered Intervention 6. Edgenuity Progress Report 7. Galileo Bi-Weekly Assessment 8. 6 Week Instructional Plan
<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>Over 65% of our population is categorized as FRL students. Because of this, interventions for this group are actually schoolwide norms.</p> <p>The assessment system monitors FRL Students’ growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</p>	<ol style="list-style-type: none"> 1. 6 Week Instructional Plan 2. Bi-Weekly Intervention Agreement 3. IXL Sample Analytics 4. Sub-group Identification in Edgenuity 5. AIP SOP Overview <ol style="list-style-type: none"> a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery. 6. Edgenuity Progress Report



<p>Students with disabilities</p>	<p>□</p>	<p>The assessment system monitors students' with disabilities growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (IEP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</p>	<ol style="list-style-type: none"> 1. AIP SOP Overview <ol style="list-style-type: none"> a. Blueprint Education's Academic Intervention Plan provides interventions and supports based on student assessment scores. 2. AIP SOP Tiered Intervention 3. Galileo reports 4. Bi-Weekly Intervention Agreement 5. IXL Sample Analytics 6. Sub-group Identification in Edgenuity 7. 6 Week Instructional Plan
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C. Analyzing Assessment Data

Question #1: What is the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Answer

Write answer here. Suggested word count is 400 words.

The data is analyzed in a variety of intervals, both in time based (i.e., daily, weekly, quarterly, semi-annually and yearly) and based on completion of work (quizzes, tests, exams). Daily formative data is immediately provided through the digital curriculum exit tickets, quizzes, tests and assignments ready for the teacher to analyze (Edgenuity Formative & Summative Assessments, MyPath). Additional analysis is done for students in weekly staff meetings from multiple viewpoints where progress is examined by multiple staff.

Data is analyzed bi-weekly (Galileo Quiz builder) as part of the intervention program. Lack of sufficient scoring triggers a re-teach, and or additional supports. Additionally, Galileo is used to provide quarterly benchmark information that is analyzed during quarterly district PLC meetings. Galileo Benchmarking is done 5 times a year (pre-test, CBAS #3 and a Post-test).

The AzMerit state assessment is done at the completion of a course and offered 3 times a year. The data is analyzed when received at each site, if warranted the data can be brought to a Summer or August PLC meeting. . The AIMS Science test is offered once a year, the data is treated similar to the AzMerit data.

The AZELLA test is offered during different windows, student take it annually. The data is collected by the ELL Coordinator who will create and or adjust the student's ILLP based on the resulting scores.

1. Edgenuity Progress Report ELA & Algebra 1

- a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level



standards have been covered within the academic year.

2. PLC Agenda, Sign-in and Work Product (Crosswalk Analysis)

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed

3. Blueprint Education Training #2 Sign-in sheet

- a. Charter Association’s Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.

4. QSP Meeting Agenda

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. Edgenuity Progress Report ELA & Algebra 1
- 2. PLC Agenda, Sign-in and Work Product (Crosswalk Analysis)
- 3. Blueprint Education Training #2 Sign-in sheet
- 4. QSP Meeting Agenda

Question #2: What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Curriculum and instruction can be adjusted for the district at any time; however, major changes are result of Quarterly PLC meeting (scheduled on the **PLC calendar**). PLCs analyze Galileo benchmark data to identify trends in standard mastery both strengths and deficiencies. During the scheduled PLCs meetings, teams analyze the benefits of changes, costs in time/content/depth and rigor and content mastery to determine if any changes need to be permanently made to the **BE version of the class** (Blueprint Education Master version). This is done by teachers filling out the **Course Change Form**. Upon completion, the revisions are approved by the Leadership Team and courses are updated within Blueprint’s digital curriculum.

A major change, as a result of PLC is evidenced in the Edgenuity courses that have been modified and renamed **BE courses versions** (Screenshots included).

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. PLC Calendar
- 2. Course Change Form



3. BE Course Versions

Question #3: What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Within our digital curriculum, there are various customizations that Blueprint is able to make. Based on the data analysis, PLCs recommend adjustments included, but not limited to, course customizations course structure adjustments (which adjust the embedded instruction), enabling text to speech, enabling reviews, and/or providing transcripts of direct instruction.

1. eNotes

- a. Students can take eNotes during the instructional portions of their classes. The option can be enabled (on an individual basis) for students to have access to their notes during assessments or other learning activities.

2. Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1

- a. The Lesson outlines have activities that provide daily formative assessments that are listed, “gated” to ensure students have to engage with them to progress, but are not made to be printed. Teachers use formative assessment data to make adjustments in instruction based on student need.

3. Course Customization

- a. This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. Formative, Summative and benchmark data drive this process.

4. Blueprint Education Calendar

- a. The calendar has the dates and times outlining the administering of Galileo assessments along with the days set aside for data analysis. The analysis is used to guide any curricular modifications.

5. Edit Options

- a. Options that allow courses to be customized to allow limited progression and multiple opportunities for teachers to check for understanding and give feedback. This is based on teacher analysis of formative and summative assessments.

6. Galileo Bi-Weekly Assessment

- a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. The student is automatically entered into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments.

7. Edgenuity Progress Report ELA & Algebra 1

- a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.



8. Course Change Form

- a. The Course Change Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. eNotes
- 2. Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1
- 3. Course Customization
- 4. Blueprint Education Calendar
- 5. Edit Options
- 6. Galileo Bi-Weekly Assessment
- 7. Edgenuity Progress Report ELA & Algebra 1
- 8. Course Change Form



AREA IV: MONITORING INSTRUCTION

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Instruction

Question #1: What is the Charter Holder’s ongoing process to monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

Answer

Write answer here. Suggested word count is 400 words.

Every Edgenuity course is aligned to AZCCRS via the **AZ Common Core Course Alignment charts**. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity’s MyPath individualize the learning process for student subgroups. This is monitored through teacher observations and teacher records (**Bi-weekly Agreements and 6 Week Instructional Plans**). These are submitted to building principals.

1. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.

2. Edgenuity Lesson Outline ELA Sample

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

3. Edgenuity Lesson Outline Math Sample

- a. Lesson plan charts are no longer teacher generated and are instead Lesson outlines that are taken directly from Edgenuity.

4. Teacher Evaluation Tool

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

5. Observation and Evaluation Process

- a. This simply outlines the structure of the walkthrough, observation and evaluation cycle and expectations.

6. 6 Week Instructional Plan

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn’t meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

7. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. AZ Common Core ELA/Algebra 1 Alignment
2. Edgenuity Lesson Outline ELA Sample
3. Edgenuity Lesson Outline Math Sample
4. Teacher Evaluation Tool
5. Observation and Evaluation Process
6. 6 Week Instructional Plan
7. Bi-Weekly Intervention Agreement

Question #2: How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

Answer

Write answer here. Suggested word count is 400 words.

Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being frequently assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity’s MyPath individualize the learning process for student subgroups.

Standards-based instruction throughout the year includes analyzing walk-through data and cycles of observation and evaluation.

- 1. Teacher Evaluation Tool Analytics**
 - a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.
- 2. Teacher Evaluation Tool**
 - a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.
- 3. Monitoring Instruction SOP**
 - a. The Monitoring Instruction Evaluation System ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.
- 4. AZ Common Core ELA/Algebra 1 Alignment**
 - a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.
- 5. Observation and Evaluation Process**
 - a. This simply outlines the structure of the walkthrough, observation and evaluation cycle



and expectations.

6. Edgenuity Lesson Outline ELA Sample

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

7. Edgenuity Lesson Outline Math Sample

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

8. Intervention Alert Report

- a. The intervention alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. The learning standards listed that do not have 75 percent of students mastering them, will be highlighted in red. Users can easily schedule follow-up assignments and/or quizzes for the learning standards, regardless of degree of student mastery.

9. Lesson Mastery Report

- a. The lesson mastery report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for reteaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard.

10. 6 Week Instructional Plan

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

11. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Teacher Evaluation Tool Analytics
2. Teacher Evaluation Tool
3. Monitoring Instruction SOP
4. AZ Common Core ELA/Algebra 1 Alignment
5. Observation and Evaluation Process
6. Edgenuity Lesson Outline ELA Sample
7. Edgenuity Lesson Outline Math Sample
8. Intervention Alert Report
9. Lesson Mastery Report
10. 6 Week Instructional Plan
11. Bi-Weekly Intervention Agreement



B. Evaluating Instructional Practices

Question #1: How does the Charter Holder evaluate the instructional practices of all staff?

<p>Answer</p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>Staff work with online curriculum platform to ensure content is consistent for students enrolled in same courses, ensuring instruction consistency across all campuses. Teachers can provide a variety of supplemental content to reinforce student mastery. Teacher Evaluation Tool Analytics help to provide evidence for data driven decisions and validate best instructional practices.</p> <ol style="list-style-type: none"> 1. Teacher Evaluation Tool Analytics <ol style="list-style-type: none"> a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. 2. Teacher Evaluation Tool <ol style="list-style-type: none"> a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. 3. AZ Common Core ELA/Algebra 1 Alignment <ol style="list-style-type: none"> a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS. 4. Edgenuity Lesson Outline ELA Sample <ol style="list-style-type: none"> a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity. 5. Edgenuity Lesson Outline Math Sample <ol style="list-style-type: none"> a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.
<p>Documentation</p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> 1. Teacher Evaluation Tool Analytics 2. Teacher Evaluation Tool 3. AZ Common Core ELA/Algebra 1 Alignment 4. Edgenuity Lesson Outline ELA Sample 5. Edgenuity Lesson Outline Math Sample

Question #2: What is the Charter Holder’s ongoing process to identify the quality of instruction?



Answer

Write answer here. Suggested word count is 400 words.

Feedback on strengths, weaknesses, and learning needs involving the quality of instruction is based on the evaluation of instructional practices such as engagement, providing supplemental/providing for gaps and reporting of data analysis and tracking the results of the instruction.

1. Teacher Evaluation Tool Analytics

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

2. Teacher Evaluation Tool

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

3. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.

4. Edgenuity Lesson Outline ELA Sample

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

5. Edgenuity Lesson Outline Math Sample

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

6. 6 Week Instructional Plan

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

7. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Teacher Evaluation Tool Analytics
2. Teacher Evaluation Tool
3. AZ Common Core ELA/Algebra 1 Alignment
4. Edgenuity Lesson Outline ELA Sample
5. Edgenuity Lesson Outline Math Sample
6. 6 Week Instructional Plan
7. Bi-Weekly Intervention Agreement



Question #3: How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

<p>Answer</p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>The process for identifying individual strengths, weaknesses, and needs includes:</p> <ol style="list-style-type: none"> 1. Teacher Evaluation Tool Analytics <ol style="list-style-type: none"> a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction. 2. Teacher Evaluation Tool <ol style="list-style-type: none"> a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback. 3. Monitoring Instruction SOP <ol style="list-style-type: none"> a. The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness,
<p>Documentation</p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> 1. Teacher Evaluation Tool Analytics 2. Teacher Evaluation Tool 3. Monitoring Instruction SOP

C. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Monitoring Instruction Table

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools:	<input type="checkbox"/>	1. MyPath Individualized Plan with Assessments	1. MyPath Individualized Plan with Assessments



<p>Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>		<p>a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP demonstrate effectiveness.</p> <p>2. Teacher Evaluation Tool</p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p>3. AIP SOP Overview</p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p>4. Non Academic AIP SOP Monitoring System</p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p>5. AIP SOP Tiered Instructional System</p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with</p>	<p>2. Teacher Evaluation Tool</p> <p>3. AIP SOP Overview</p> <p>4. Non Academic AIP SOP Monitoring System</p> <p>5. AIP SOP Tiered Instructional System</p> <p>6. Weekly Reflection</p> <p>7. Monthly Recollection Form</p> <p>8. Quiz Builder Screenshot</p> <p>9. 6 Week Instructional Plan</p> <p>10. Galileo reports</p> <p> a. Intervention Alert</p> <p> b. Multi-Aggregate Report</p> <p>11. Supplemental Program Analytics</p> <p> a. Study Island</p> <p> b. IXL</p> <p>12. Bi-Weekly Intervention Agreement</p>
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		<p>students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p>6. Weekly Reflection</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>7. Monthly Recollection Form</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>8. Quiz Builder Screenshot</p> <p>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</p> <p>9. 6 Week Instructional Plan</p> <p>a. Document outlines standards where students scored below proficient and helps to identify the</p>	
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		<p>specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>10. Galileo reports - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> a. Intervention Alert b. Multi-Aggregate Report <p>11. Supplemental Programs Analytics Reports</p> <ul style="list-style-type: none"> a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics. <p>12. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction This monitors student academic progress in identified standards and attendance during intervention.</p>	
<p>ELL Students</p>	<p><input type="checkbox"/></p>	<p>1. MyPath</p> <ul style="list-style-type: none"> a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP demonstrate effectiveness 	<ul style="list-style-type: none"> 1. MyPath 2. Teacher Evaluation Tool 3. AIP SOP Overview 4. Non Academic AIP SOP Monitoring System 5. AIP SOP Tiered Instructional System 6. Weekly Reflection 7. Monthly Recollection Form



		<p>2. Teacher Evaluation Tool</p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction.</p> <p>3. AIP SOP Overview</p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p>4. Non Academic AIP SOP Monitoring System</p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p>5. AIP SOP Tiered Instructional System</p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance</p>	<p>8. Quiz Builder Screenshot</p> <p>9. Individualized Language Learning Plan</p> <p>10. 6 Week Instructional Plan</p> <p>11. Galileo reports</p> <p>12. Supplemental Programs Analytics Reports</p> <p>13. Bi-Weekly Intervention Agreement</p>
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		<p>Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p>6. Weekly Reflection</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>7. Monthly Recollection Form</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>8. Quiz Builder Screenshot</p> <p>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</p> <p>9. Individualized Language Learning Plan</p> <p>a. Individualized Language Learning Plan used to build customized learning paths for ELL students.</p> <p>10. 6 Week Instructional Plan</p> <p>a. Document outlines</p>	
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		<p>standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>11. Galileo reports - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> a. Intervention Alert b. Multi-Aggregate Report <p>12. Supplemental Programs Analytics Reports</p> <ul style="list-style-type: none"> a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics. <p>13. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction This monitors student academic progress in identified standards and attendance during intervention.</p>	
<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>1. MyPath Individualized Plan with Assessments</p> <ul style="list-style-type: none"> a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments 	<ul style="list-style-type: none"> 1. MyPath Individualized Plan with Assessments 2. Teacher Evaluation Tool 3. AIP SOP Overview 4. Non Academic AIP SOP Monitoring System 5. AIP SOP Tiered Instructional



		<p>within each ILP demonstrate effectiveness.</p> <p>2. Teacher Evaluation Tool</p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p>3. AIP SOP Overview</p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p>4. Non Academic AIP SOP Monitoring System</p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p>5. AIP SOP Tiered Instructional System</p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance</p>	<p>System</p> <p>6. Weekly Reflection</p> <p>7. Monthly Recollection Form</p> <p>8. Quiz Builder Screenshot</p> <p>9. 6 Week Instructional Plan</p> <p>10. Galileo reports</p> <p>a. Intervention Alert</p> <p>b. Multi-Aggregate Report</p> <p>11. Supplemental Program Analytics</p> <p>a. Study Island</p> <p>b. IXL</p> <p>12. Bi-Weekly Intervention Agreement</p>
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		<p>Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p>6. Weekly Reflection</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>7. Monthly Recollection Form</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>8. Quiz Builder Screenshot</p> <p>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</p> <p>9. 6 Week Instructional Plan</p> <p>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between</p>	
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		<p>curriculum and assessment.</p> <p>10. Galileo reports - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> a. Intervention Alert b. Multi-Aggregate Report <p>11. Supplemental Programs Analytics Reports</p> <ul style="list-style-type: none"> a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics. <p>12. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction This monitors student academic progress in identified standards and attendance during intervention.</p>	
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>1. IEP Redacted</p> <ul style="list-style-type: none"> a. Individualized education plan for students with identified disabilities <p>2. MyPath Individualized Plan with Assessments</p> <ul style="list-style-type: none"> a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP 	<ul style="list-style-type: none"> 1. IEP redacted 2. MyPath Individualized Plan with Assessments 3. Teacher Evaluation Tool 4. AIP SOP Overview 5. Non Academic AIP SOP Monitoring System 6. AIP SOP Tiered Instructional System 7. Weekly Reflection 8. Monthly Recollection Form 9. Quiz Builder Screenshot 10. 6 Week Instructional Plan 11. Galileo reports <ul style="list-style-type: none"> a. Intervention Alert



		<p>demonstrate effectiveness.</p> <p>3. Teacher Evaluation Tool</p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p>4. AIP SOP Overview</p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p>5. Non Academic AIP SOP Monitoring System</p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p>6. AIP SOP Tiered Instructional System</p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond</p>	<p>b. Multi-Aggregate Report</p> <p>12. Supplemental Program Analytics</p> <p>a. Study Island</p> <p>b. IXL</p> <p>13. Bi-Weekly Intervention Agreement</p>
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		<p>Coach, and then finally the Principal.</p> <p>7. Weekly Reflection</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>8. Monthly Recollection Form</p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p>9. Quiz Builder Screenshot</p> <p>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</p> <p>10. 6 Week Instructional Plan</p> <p>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and</p>	
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		<p>assessment.</p> <p>11. Galileo reports - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> a. Intervention Alert b. Multi-Aggregate Report <p>12. Supplemental Programs Analytics Reports</p> <ul style="list-style-type: none"> a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics. <p>13. Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction This monitors student academic progress in identified standards and attendance during intervention.</p>	
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D. Providing Feedback that Develops the Quality of Teaching

Question #1: How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

1. Teacher Evaluation Tool Analytics

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

2. Teacher Evaluation Tool

- a. This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to our new mode of curriculum and



instruction.

3. Monitoring Instruction SOP

- a. The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.

4. Professional Development SOP

- a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development.

5. PLC Standards Analysis Form

- a. This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Teacher Evaluation Tool Analytics
2. Teacher Evaluation Tool
3. Monitoring Instruction SOP
4. Professional Development SOP
5. PLC Standards Analysis Form

Question #2: How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer

Write answer here. Suggested word count is 400 words.

1. Teacher Evaluation Tool

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

2. Teacher Evaluation Tool Analytics

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

3. Observation and Evaluation Process

- a. This simply outlines the structure of the walkthrough, observation, and evaluation cycle and expectations ensuring teachers’ awareness. Teacher are able to self-reflect based on their scores. This process also allows for continual feedback and facilitates collaborative conversations.

4. Monitoring Instruction SOP

- a. The Monitoring Instruction Evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily,



weekly, quarterly, and annually to gauge and review teaching effectiveness. This document also outlines the system parts, intervals, and process of how we use the analyzed data in our feedback loop.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Teacher Evaluation Tool
2. Teacher Evaluation Tool Analytics
3. Observation and Evaluation Process
4. Monitoring Instruction SOP

AREA V: PROFESSIONAL DEVELOPMENT

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Development of the Professional Development Plan

Question #1: What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Answer

Write answer here. Suggested word count is 400 words.

- 1. Professional Development SOP**
 - a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development.
- 2. SY 16-17 Calendar**
 - a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.
- 3. QSP Scope of Work**
 - a. This document describes the Professional Development provided by the Arizona Charter Association’ Quality Schools Program. All 3 schools are participants in the Quality Schools Program and receive the scope of work described.
- 4. QSP Training**
 - a. This training calendar is the outlined PD provided to staff by the Quality Schools Program coach and team. The example provided is from, just one of the schools in the program.
- 5. Edgenuity Standards Mastery Report**
 - a. This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction.
- 6. Intervention Alert Report**
 - a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.
- 7. PLC Standards Analysis Form**



- a. This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. Professional Development SOP
- 2. SY 16-17 Calendar
- 3. Quality Schools Program Scope of Work
- 4. QSP Training
- 5. Edgenuity Standards Mastery Report
- 6. Intervention Alert Report
- 7. PLC Standard Analysis Form

Question #2: What is the Charter Holder’s ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Answer

Write answer here. Suggested word count is 400 words.

- 1. Professional Development SOP**
 - a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development.
- 2. SY 16-17 Calendar**
 - a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.
- 3. QSP Scope of Work**
 - a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.
- 4. Edgenuity Standards Mastery Report**
 - a. This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction.
- 5. Intervention Alert Report**
 - a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.
- 6. PLC Standards Analysis Form**
 - a. This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Professional Development SOP
2. SY 16-17 Calendar
3. QSP Scope of Work
4. Edgenuity Standards Mastery Report
5. Intervention Alert Report
6. PLC Standard Analysis Form

Question #3: What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan? How are the areas of high importance determined?

Answer

Write answer here. Suggested word count is 400 words.

- 1. Professional Development SOP**
 - a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development.
- 2. QSP Scope of Work**
 - a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.
- 3. Intervention Alert Report**
 - a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.
- 4. Quiz Builder Screenshot**
 - a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students.
- 5. Teacher Evaluation Tool**
 - a. This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction
- 6. Teacher Evaluation Tool Analytics**



- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

7. PLC Standards Analysis Form

- a. This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Professional Development SOP
2. QSP Scope of Work
3. Intervention Alert Report
4. Quiz Builder Screenshot
5. Teacher Evaluation Tool
6. Teacher Evaluation Tool Analytics
7. PLC Standard Analysis Form

B. Adapted to Meet the Needs of Subgroups

Question #1: Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.

Answer

Write answer here. Suggested word count is 400 words.

1. Edgenuity Training

- a. All staff were trained in Edgenuity curriculum including how to meet the needs of the various subgroup students. Topics included were Course Customization, Interventions, MyPath, enabling of Text to Speech, enabling language translation, and editing options within a class.

2. QSP Scope of Work

- a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Throughout data analysis within the QSP, we have learned to disaggregate data to inform teachers and staff of subgroup performance.

3. QSP Training

- a. This training calendar is the outlined PD provided to HHS staff by the Quality Schools Program coach and team.

4. SY 16-17 Calendar

- a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.

5. Professional Development SOP

- a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint’s process for designing and carrying out professional development.



Documentation
<p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> 1. Edgenuity Training 2. QSP Scope of Work 3. QSP Training 4. SY 16-17 Calendar 5. Professional Development SOP

C. Supporting High Quality Implementation

Question #1: What is the Charter Holder’s ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

Answer
<p><i>Write answer here. Suggested word count is 400 words.</i></p> <ol style="list-style-type: none"> 1. PD Agenda from Data Driven Instruction <ol style="list-style-type: none"> a. All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. 2. Galileo Training <ol style="list-style-type: none"> a. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. 3. Quiz Builder Screenshot <ol style="list-style-type: none"> a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students. 4. Professional Development Budget 2015 - 2016 <ol style="list-style-type: none"> a. This is the budget for this school year’s PD costs. 5. SY 15-16 Calendar <ol style="list-style-type: none"> a. This calendar demonstrates that there is planned time for PD sessions to address areas of need as described through our PD SOP process. 6. QSP Scope of Work <ol style="list-style-type: none"> a. The Quality Schools Program (year 1 of 3), provided the outline of the PD that will be provided and learning outcomes. This was one of the ways that ongoing support was provided to all staff implementing strategies learned from PD sessions. Our QSP trainer required each staff member to produce deliverables after every single PD session.
Documentation



Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. PD Agenda from Data Driven Instruction
2. Galileo Training
3. Quiz Builder Screenshot
4. Professional Development Budget 2016 - 2017
5. SY 16-17 Calendar
6. QSP Scope of Work

Question #2: What is the Charter Holder's ongoing process to identify concrete resources, necessary for high quality implementation, for instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

- 1. Professional Development Budget 2015 - 2016**
 - a. This is the budget for this school year's PD costs. There is an ongoing financial commitment to professional development as reflected in the annual budget that includes the necessary resources to sustain high quality implementation for professional development.
- 2. Professional Development Planning Document**
 - a. This document is used to evaluate who, what, why and how of professional development.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Professional Development Budget 2016 - 2017
2. PD Planning Document



D. Monitoring Implementation

Question #1: What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?

Answer

Write answer here. Suggested word count is 400 words.

1. Teacher Evaluation Tool

- a. This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction

2. Walk-Through Analytics from PD

- a. The Analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

3. PLC Feedback

- a. Professional Learning Community Meeting Notes (All staff; cross curriculum teams)

4. Reviews/Retros

- a. All teams in the district participate in Reviews and Retros on a 2 week cycle to reflect upon work produced and delivered. The Retros give teams an opportunity to reflect upon new and implemented strategies to monitor implementation and effectiveness.

5. QSP Deliverables

- a. Our QSP trainer required each staff member to produce deliverables after every single PD session. These are completed by teachers and monitored by school administrators. The deliverables are discussed with QSP trainer to ensure consistent implementation.

6. PLC Standards Analysis Form

- a. This document is used to analyze an individual school’s effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. Improvements in areas previously identified as requiring PD can be checked for improvement.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Teacher Evaluation Tool
2. Walk-Through Analytics from PD
3. PLC Feedback
4. Reviews/Retros
5. 5. QSP Deliverables
6. PLC Standards Analysis Form



Question #2: How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

Answer

Write answer here. Suggested word count is 400 words.

1. PD Reflection Form

- a. A form that every staff member fills out after attending a PD. All staff has access to review the notes and pertinent information about PD.

2. Professional Development SOP

- a. This document is the standard operating procedures for Professional Development for the district.

3. PD Agenda from Data Driven Instruction

- a. All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. This was monitored via the **Teacher Evaluation Tool**.

4. QSP Deliverables

a. Quiz Builder Screenshot (example of 1 deliverable)

- i. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. This was part of a PD session provided by our QSP Trainer. There was follow up to ensure the correct implementation of the strategy learned in that particular section.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. PD Reflection Form
- 2. Professional Development SOP
- 3. PD Agenda from Data Driven Instruction
 - a. Teacher Evaluation Tool
- 4. QSP Deliverables
 - a. Quiz Builder Screenshot

AREA VI: GRADUATION RATE (if applicable)

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.



A. Monitoring Progress Toward Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to create academic and career plans?

Answer

Write answer here. Suggested word count is 400 words.

Blueprint Education strives to meet the individual learning needs of our students through a rigorous yet differentiated academic program. At times, however, some students demonstrate the need for additional support to master content objectives. As a result, Blueprint Education provides targeted academic and supplementary interventions through a collaborative process to ensure that content mastery is leveraged with tailored student support services. The target intervention services are provided when students are at risk of not meeting proficiency levels on Arizona standardized assessments or when pre qualifiers or performance indicates that other barriers may affect their achievement. The criterion that we follow to create effective academic and career plans are:

Predictive Identification Tools include:

- 1. Enrollment SOP**
 - a. The purpose of this document is to outline the established enrollment policies and procedures at the schools within Blueprint Education
- 2. Graduation Check Sheets**
 - a. Document used to interpret a student’s transcript and outline their course and graduation plan.
- 3. Student Services Checklist**
 - a. Document used to track online student academic hours, course progress and completion, and enrollment date.
- 4. Pre-Enrollment Interviews-**
 - a. designated staff review the school’s expectations, the student’s goals and the plans for attaining those criteria.
- 5. Transcripts-**Legal document that is a culmination of a student’s academic records from every school they have been enrolled in.

Timely Tailored Interventions include:

- 1. Academic Contracts-All Schools**
 - a. are used to track, document, and improve all student’s attendance and engagement.
- 2. Attendance Contracts All Schools**
 - a. are used to track, document, and improve all student’s academic & behavioral engagement.
- 3. Career Exploration Courses**
- 4. Field Trips**
- 5. Ace of Diamonds Student Led Meetings-** students meet to discuss progress of their academic goals with teacher mentor
- 6. Flexible Class Schedules -** empowers students to schedule a start time and the number of hours they can attend.

Personalized Transition Planning include:

- 1. ECAP Development**
 - a. Personalized Education and Career Action Plans that will help students reach their



academic and career goals and can impact student achievement and school improvement.

2. IEP Transition Goals and Attainment

- a. The **IEP, Individualized Education Program**, is a written document that's developed for each public school child who is eligible for special **education**. The **IEP** is created through a team effort and reviewed at least once a year.

3. Time Travel Activity- Based on the Kids at Hope philosophy, students are taken through various “time travel” experiences to generate student career and life goals.

Documentation:

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Predictive Identification Tools

- 1. Enrollment SOP
- 2. Graduation Check Sheets
- 3. Student Services Checklist
- 4. Pre-Enrollment Interviews
- 5. Transcripts

Timely Tailored Interventions

- 1. Academic Contracts
- 2. Attendance Contracts
- 3. Career Exploration Courses
- 4. Field Trips
- 5. Ace of Diamonds Student Led Meetings
- 6. Flexible Class Schedules

Personalized Transition Planning

- 1. ECAP Development
- 2. IEP Transition Goals and Attainment
- 3. Time Travel Activity

Question #2: What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The ongoing process that Blueprint employs to ensure student progress toward academic/career goals is outlined in the:



1. AIP SOP Overview.

- a. The standard operating procedure for a more timely approach to help students stay on **track** towards graduation and motivated to be more engaged in school. The new process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.

2. AIP SOP Tiered Instructional System

- a. The AIP Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.

3. Academic Contracts

- a. used to track, document, and improve all student’s academic, social, behavioral engagement as well as attendance .

4. Behavior Contracts are used to track, document, and improve all student’s behaviors and engagement, including attendance.

5. Student Services Checklist, which is used to track online student academic hours, course progress and completion, and enrollment date.

6. Weekly Reflection that is used a weekly basis to generate feedback for iterative improvement

7. Monthly Recollection Form that summarizes the weekly reflection forms for students to reflect on and create and assess goals. On a quarterly basis students also meet with the guidance counselor to complete subsequent portions of their ECAP.

8. ECAP (Education and Career Action Plans). Graduates also meet bi-annually with the guidance counselor and principal to review post high school goals embedded within the **IEP** and **ECAP, Graduation Plans**, and necessary processes that secure their planned placement after graduation.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. AIP SOP Overview
2. AIP SOP Tiered Instructional System
3. Academic Contracts
4. Behavior Contracts
5. Student Services Checklist
6. Weekly Reflection
7. Monthly Recollection Form
8. ECAP Plan
9. IEP Redacted
10. Graduation Plans



B. Addressing Barriers to Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

Answer

Write answer here. Suggested word count is 400 words.

Our school’s ongoing process to provide timely supports to remediate academic and social problems for students is based on the theory that “everyone gets involved”. Every staff person on campus is responsible for assigned groups of students . The key to the success of our support processes is transparency and immediate effective communication.

1. Non Academic AIP SOP

- a. outlines that responsibility for student academic intervention shifts to various staff members as a student gets further and further behind. The idea is that students may not need all of these interventions but they often will need a customized plan and additional help in getting back on track.
- b. outlines that the responsibility for student academic intervention shifts to various staff members as a student acquires more absences and tardies. The idea is that students may not need all the steps of interventions but they often will need a customized plan and additional help in getting back on track.
- c. outlines that the staff are expected to log all behavioral incidents in Student Issues Tracker as a behavior issue. This is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods.

2. Weekly Reflection

- a. has been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement on a weekly basis and the

3. Monthly Recollection Form

- a. monitors the effectiveness of teacher interventions, and student progress and achievement on a monthly basis.

4. Student Services Spreadsheet

- a. Our system begins with accurate and immediate reporting from all staff. We have designed a virtual hub where incidents, positive behavior, social barriers, and any impediments for a student can be logged. Once information is entered by any staff member, all staff receive an email notification about the report.

5. AIP SOP Tiered Instructional System

- a. is the standard operating procedure for a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal.

6. Staff meeting agendas

- a. reflect time slots to discuss student issues or to clarify student reports. The first line of defense in academic issues is the student’s content area teacher, the second line of defense, once a student is struggling in more than one class, is the Ace of Diamond



mentor or student services specialist. The third line of defense for academics is the guidance counselor and finally the principal.

7. Academic, Attendance, and Behavior Contracts

a. are customized contracts that help students work their way back to a path of success.

8. Graduation Check Sheets is a form that allows complete transparency about a student’s progress towards graduation and course completions.

9. Graduation Plans

a. is a plan that every student receives upon enrollment that outlines their course plan from their first day of attendance through their scheduled graduation date.

10. The Agile Achievement Data Board

a. is a visible board located in every classroom that displays student achievement and progress through their courses.

Every step of the support process is documented with either a contract, a reflection form, or a logged entry into the student issues tracker. Our commitment to being open and transparent with parents drives us to be more accurate and purposeful with how we plan for remediation, how we document student issues and more importantly how we demonstrate our student’s improvement.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Non Academic AIP SOP
2. Weekly Reflection
3. Monthly Recollection Form
4. Student Services Spreadsheet
5. AIP SOP Tiered Instructional System
6. Staff Meeting Agendas
7. Academic, Behavior and Attendance Contracts
8. Graduation Check Sheets
9. Graduation Plans
10. Agile Achievement Data Board

Question #2: What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

In an ongoing effort to consistently inspect, adapt, and improve our processes, our schools routinely evaluate the effectiveness of our implemented tools, programs, and processes. Every quarter, district PD that is scheduled to review curriculum and instruction, and on this same cycle each school holds their own Review and Retrospective PLC led by the principal to analyze data from contracts, reports, tracking sheets and logs.



1. **Fulfilled Academic, Behavior, and Attendance Contracts**
 - a. Contracts assigned to student that were completed by the student with the goal of guiding the students back to a path of success.
2. **The Course Completion Report**
 - a. is a report generated that tracks how many courses a student completes and when they complete them. This is used as an evaluative measure to ensure the effectiveness of our systems.
3. **The Edgenuity Standards Mastery Report**
 - a. is a report generated from Edgenuity that displays the standards that a student has mastered either individually or a group.
4. **The Edgenuity Progress Report**
 - a. informs academic coaching staff if students have completed all assigned coursework, are catching up when behind, or are meeting targeted goals. This provides staff with the information necessary to evaluate the effectiveness of processes in place and or whether to continue or add new interventions.
5. **The Ace of Diamonds Tracking Sheet**
 - a. is a form that is filled out by teacher and student that tracks a student’s ongoing improvement.
6. **Edgenuity Session Log**
 - a. is a report generated by Edgenuity that explicitly outlines how many exact hours of work a student spends working through their course content. This report also outlines how many hours a student is idle. This information allows us to verify the effectiveness of our academic, behavior, and social intervention strategies.

Documentation

1. **Fulfilled Academic, Behavior, and Attendance Contracts**
2. **The Course Completion Report**
3. **The Edgenuity Standards Mastery Report**
4. **The Edgenuity Progress Report**
5. **The Ace of Diamonds Tracking Sheet**
6. **Edgenuity Session Log**

AREA VII: ACADEMIC PERSISTENCE (if applicable)

Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.

A. Strategies for Continuous Enrollment

Question #1: What is the Charter Holder’s ongoing process to measure levels of **engagement**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.



Persistence is monitored in multiple ways to meet a variety of obstacles that impede the majority of our at-risk population. Both behavior and academics are measured in a long and short term perspective using data driven and observational data.

- 1. Student Issues Tracker** (observational and data driven, long and short term)
 - a. Shared Tracker that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods.
- 2. Graduation Year Plan** (data driven and long term)
 - a. Plan developed for every student upon enrollment that plans their schedule from day 1 through graduation.
- 3. Student Survey** (Academic & behavior, long term)
 - a. Survey that gathers information about students prior educational successes and failures. (used to predict barriers)
- 4. Grad Track email** (academic, long & short term)
 - a. Emails are sent regularly to alert all staff of cohort graduate's course completion progress towards graduation.
- 5. New Student Late Enrollee Tracking** (academic, short & long term)
 - a. Due to the self-paced fashion of Edgenuity curriculum, we found that tracking our late start students and adjusting their target start and end dates of their courses was a much better way to ensure their academic success.
- 6. Session Logs**
 - a. This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity.
- 7. Academic Coaching Forms** (academic & behavior, long and short term)
 - a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis
- 8. Special Session Attendance** (academic and long & short term)
 - a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.
 - i. Intersession open labs
 - ii. Summer Sessions
 - iii. Open Friday - deficits in progress/credit attainment are identified for all students
- 9. Attendance Canvases** (behavior and short & long term) -
 - a. Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students' potential consequences.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:



1. Student Issues Tracker
2. Graduation Year Plan
3. Student Survey
4. Grad Track email
5. New Student Late Enrollee Tracking
6. Session Logs
7. Academic Coaching Forms
8. Special Session Attendance (academic & short and long term)
 - a. Intersession open labs
 - b. Summer Session
 - c. Open Friday
9. Attendance Canvases (behavior and short & long term)

Question #2: What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

Answer

Write answer here. Suggested word count is 400 words.

Timely interventions are provided based on both frequency and immediacy. The frequency may be immediate to address short term goals/immediate concerns but it may also be a yearly activity to proactively ensure students remain on a track that is engaging as well as to test long term goals have not changed.

1. **Delivering Hope Calendar**
 - a. Delivering Hope is the Community Service initiative at Hope High School. A series of community service events and fieldtrips have been scheduled for the entire school year.
2. **ECAP Sample**
 - a. Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement.
3. **Student Incentives Sample**
 - a. List of incentives for behavior, Assessments, and classroom engagement.
4. **Student Incentives SOP**
 - a. Each school has a Standard operating procedure document that outlines their incentive plan that drives the PBIS program (HERO), assessment motivation, attendance and engagement.
5. **Social Media -FB pages**
 - a. Each school commits to creating a social media presence to better connect with parents, students, and potential enrollees.
6. **Academic, Behavior and Attendance Contracts**
 - a. The schools use academic contracts to track, document, and improve all student’s academic standing and growth.



7. **Non Academic AIP SOP Monitoring System** (Monitoring Protocol)
 - a. The standard operating procedures for how each school monitors, implements, and evaluates their achievement, attendance, and behavior plans for their students.
8. **Schoolmaster Log of Student Contacts**
 - a. A shared, fluid document that tracks all communication interactions between student service coordinators and students.
9. **Flex Course Scheduling** - BHS
 - a. BHS and HHS use flexible scheduling strategies to prevent students from dropping out and to help overcome barriers.
10. **Academic Coaching Forms**
 - a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis
11. **Special Session Attendance** (academic and long & short term)
 - a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.
 - i. Intersession open labs
 - ii. Summer Sessions
 - iii. Open Friday - deficits in progress/credit attainment are identified for all students
12. **Attendance Canvases** (behavior and short & long term)
 - a. Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Delivering Hope Calendar
2. ECAP Sample
3. Student Incentives Sample
4. Student Incentives SOP
5. Social Media - HHS FB page
6. Academic, Behavior, and Attendance Contracts
7. Non Academic AIP SOP Monitoring System (Monitoring Protocol)
8. Schoolmaster Log of Student Contacts - HHSO
9. Flex Course Scheduling - BHS
10. Academic Coaching Forms
11. Special Session Attendance (academic and long & short term)
 - a. Intersession open labs
 - b. Summer Sessions
 - c. Open Friday - deficits in progress/credit attainment are identified for all students
12. Attendance Canvases (behavior and short & long term)



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Question #3: What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Success is measured in growing interest, changes in student behavior and or performance, and through survey results.

1. Staff Meeting Notes

- a. Staff meeting minutes that reflect agenda time to discuss and resolve student issues.
- b. Academic Coaching forms

2. Student Issues Tracker

- a. Shared Tracker at HHS that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows the staff and principal to notice trends with student behavior for individual students as well as class periods.

3. Grad Tracker

- a. A list that tracks all current and potential graduates. The list is shared and updated daily as students complete courses.

4. Student Exit Interview

- a. A survey that collects information about why students choose to leave the school. Helps to predict impediments for future students.

5. Parent and Student Surveys-AZ Youth Survey 2016

- a. A survey that addresses aspects of the school environment that may foster or hinder students’ social and academic growth.

6. Academic Coaching Forms

- a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis

7. Special Session Attendance (academic and long & short term)

- a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester’s end.

i. Intersession open labs

ii. Summer Sessions

iii. Open Friday - deficits in progress/credit attainment are identified for all students

8. Attendance Canvases (behavior and short & long term)

- a. Posters that track the student’s attendance in a daily, weekly, monthly and semester



long basis highlighting the students potential consequences

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Staff Meeting Notes
2. Student Issues Tracker
3. Grad Tracker
4. Student Exit Interview - Survey
5. Parent and Student Surveys - AZ Youth Survey 2016
6. Academic Coaching Forms
7. Special Session Attendance (academic and long & short term)
 - a. Intersession open labs
 - b. Summer Sessions
 - c. Open Friday - deficits in progress/credit attainment are identified for all students
8. Attendance Canvases (behavior and short & long term)



AGENDA ITEM: Replication Application—Arizona Agribusiness & Equine Center, Inc.

Arizona Agribusiness & Equine Center, Inc. (Entity ID 85816)(AAEC) submitted a complete replication application on June 15, 2016. AAEC seeks a charter for a new entity, Arizona Agribusiness & Equine Center Mesa to replicate AAEC-SMCC Campus and to operate a new school in Mesa. The school will be named Arizona Agribusiness & Equine Center Mesa and will serve students in grades 9 through 12 with a targeted start date of August 3, 2017.

Replication Model School — AAEC-SMCC Campus

Grades Served —9–12

ACADEMICS

AAEC-SMCC Campus, the Replication Model School, is eligible to replicate based on three years of academic performance meeting the Board's expectations, summarized in the table below:

Fiscal Year	Grades Served	Overall Rating
FY2014	9-12	90.00
FY2013	9-12	89.06
FY2012	9-12	92.81

The Academic Dashboard of the Replication Model School is provided in Appendix A. Academic Dashboard.

AAEC operates 5 schools serving grades 9-12, each under a separate charter. To establish eligibility, the 2014 academic performance of Associated Schools was considered, as summarized in the following table. The 2014 overall ratings are provided for the Board's information:

Associated School	Opened	2014 Overall Rating
Arizona Agribusiness & Equine	1997	90.00
AAEC Paradise Valley	1999	86.25
Arizona Agribusiness and Equine Center - Red Mountain	2005	82.50
Arizona Agribusiness & Equine Center Estrella Mountain	2010	92.50
Arizona Agribusiness & Equine Center- Prescott Valley	2011	79.41

EDUCATIONAL PLAN

The following summary was created from excerpts and summaries of the information submitted for the applicant's Educational Plan.

In the application, Arizona Agribusiness & Equine Center, Inc. has affirmed that the Educational Plan of the new entity and school will be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission

The mission of Arizona Agribusiness & Equine Center, Inc. is to provide quality educational opportunities facilitated by the use of high school curriculum focusing on academics, biotechnology, science, and engineering. AAEC will provide effective technology and support to help students meet state academic standards in math, science, English, reading, and writing and graduate from high school in pursuit of a career and/or continue their education with secondary institutions. Students will have the unique opportunity to learn hands-on using state-of-art engineering, aeronautics, and computer-aided technologies.

Program of Instruction

According to the Charter Holder, the program of instruction for AAEC is designed to support the school’s mission and philosophy by ensuring student success in academic achievement. This is done through an instructional methodology that includes direct instruction, cooperative learning, discovery, inquiry, and an interdisciplinary approach through project based learning. Group and individual instruction is used to maximize student achievement with small class sizes of 23 students to one teacher. Increased instructional time is used to increase retention and understanding through supplemental classes. The latest methodologies and practices are incorporated into classroom instruction and activities. Each student’s academic plan incorporates career exploration, college course advisement, and personal development. (Presented in the application portfolio: Program of Instruction Narrative, 9-2)

Target Population

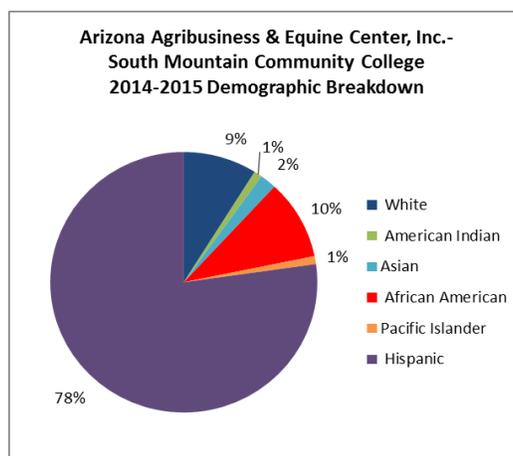
In the application, AAEC has identified a target location at the intersection of Southern and Longmore in Mesa. The narrative states that the total population within a ten mile radius of the expansion site is over one million with a total student population of nearly 100,000 students within five miles of the site from grades K through 16. Within a five mile radius there are 64 elementary schools currently serving the target student population. Only two high schools are located within a two mile radius of the proposed Mesa location: Dobson High School and Westwood High School. Both schools are currently assessed as “B” schools with graduation rates of 79% and 74% respectively.

Profile

The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below for AAEC-SMCC Campus, Dobson High School, and Westwood High School.

Category	AAEC-SMCC Campus ¹	Dobson High School ¹	Westwood High School ¹
Free and Reduced Lunch	74%	51%	66%
English Language Learners	*	1%	2%
Special Education	6%	11%	12%

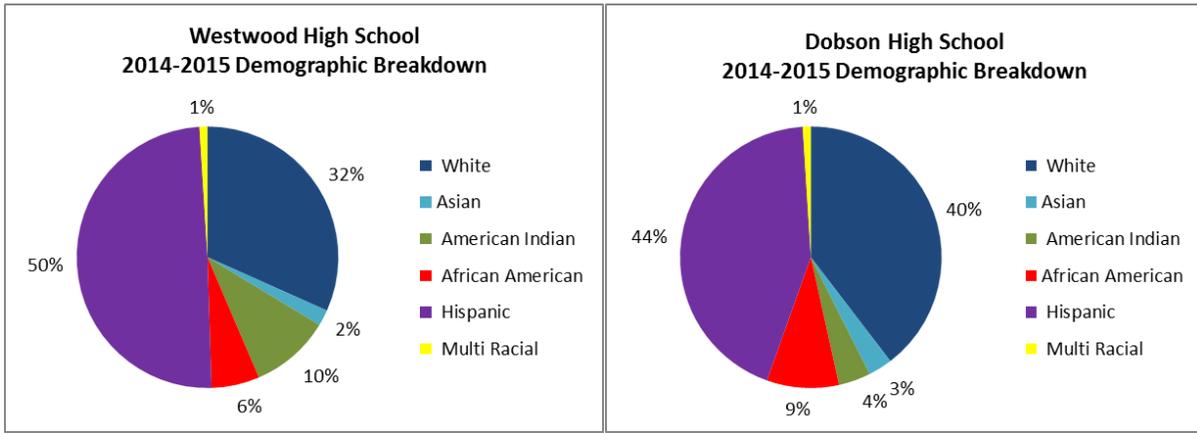
The demographic data for AAEC-SMCC Campus, and two nearby high schools, Dobson High School and Westwood High School from the 2014-2015 school year is represented in the charts below.²



¹ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

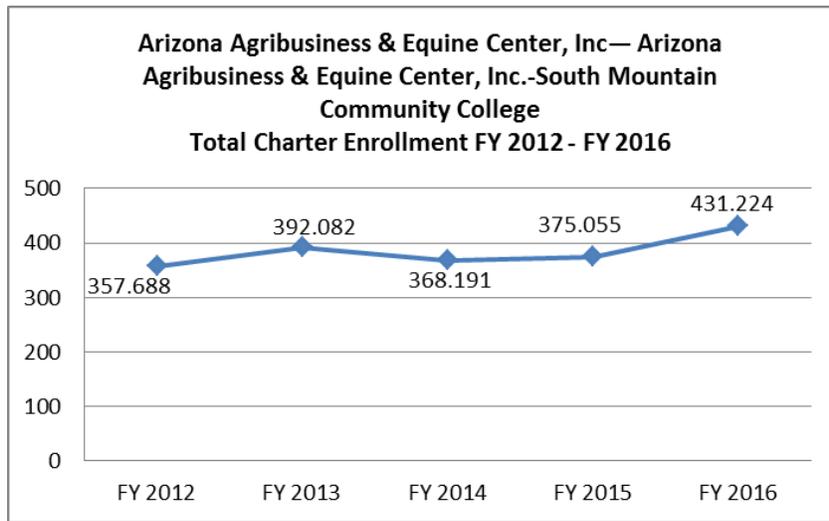
² Information provided by the Research and Evaluation Division of the ADE.





Enrollment History

Arizona Agribusiness & Equine Center, Inc. has operated AAEC-SMCC Campus since FY 2002. The table below summarizes enrollment in the last five years, based on ADE 100th day average daily membership. The enrollment cap is 450.



(Data provided by Arizona Department of Education)

Enrollment Policies

Arizona Agribusiness & Equine Center, Inc. admits all eligible pupils who submit a timely application. AAEC gives enrollment preference to pupils returning to the school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order. Open enrollment will begin once the charter is approved. (Presented in the application portfolio: Target Population and Enrollment, 7-4)

OPERATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant’s Operational Plan.

Arizona Agribusiness & Equine Center, Inc. has opened and is continually operating five “A” rated schools. Arizona Agribusiness & Equine Center Mesa will monitor operational components as part of their ongoing assessment



process. Marketing and student enrollment will be a primary focus with a secondary focus on parent involvement. Within the first three years of the school’s opening, marketing efforts will be supported by a strong community involvement and word-of-mouth as well as social media targeted campaigns. Additional efforts will include open house style informational/open enrollment meetings supported by targeted advertising and direct marketing. The school will be able to provide for purchases, furniture and technology because they will not be purchased or replaced simultaneously or in large quantities. (Presented in the application portfolio: Section 6. Operational Plan Narrative, 10-2 and 10-3)

Charter Holder Entity for Replication Charter

The replication charter will be held by Arizona Agribusiness & Equine Center Mesa and the new school will have the same governing body as the Replication Model School. (Presented on the replication application title page: Section 2. Entity Information and 3. Governance)

In the Operational Plan narrative, AAEC stated that there are no concrete plans for further expansion to other areas besides Mesa. AAEC is continually exploring opportunities for expansion into areas that would meet the conditions and core components of the model it has implemented at its other five locations. AAEC considers many factors such as strong community support, remaining the only schools in Arizona to provide students with an average of 46 community college credits by the time they graduate, and a belief that it has an effective model, which is effective regardless of the socioeconomic status of the surrounding community. (Presented in the application portfolio: Operational Plan Narrative, 10-1)

BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the applicant’s Business Plan.

Site Information

Proposed School Name:	Arizona Agribusiness & Equine Center Mesa
Proposed Location:	Intersection of Southern and Longmore in Mesa
Proposed Facility:	The proposed facility is approximately 21,000 square feet. The site will include 10 classrooms, 5 offices, a multipurpose room, and 4 bathrooms. (Presented in the application portfolio: F. Planned Facility)

Financial Performance of Applicant

Arizona Agribusiness & Equine Center, Inc. Meets the Board’s financial performance expectations.

BOARD OPTIONS

Option 1: The Board may approve the replication application package. Staff recommends the following language for consideration: I move, based on the information contained in the Board materials and presented today, that the Board approve the replication application and grant the replication charter to Arizona Agribusiness & Equine Center, Inc. to establish Arizona Agribusiness & Equine Center Mesa to serve grades 9-12.

Option 2: The Board may deny the replication application. The following language is provided for consideration: I move, based on the information contained in the Board materials and presented today, that the Board deny the request for the replication charter of Arizona Agribusiness & Equine Center, Inc. to establish a charter school for the reason:

- (list the specific reasons the Board may have found during its consideration).



General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

AAEC-SMCC Campus

		2012 Traditional High School (9 to 12)			2013 Traditional High School (9 to 12)			2014 Traditional High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	64	75	7.5	76.5	100	7.5	65	75	7.5
	Reading	74	100	7.5	55	75	7.5	61	75	7.5
1b. SGP Bottom 25%	Math	78	100	7.5	82	100	7.5	83	100	7.5
	Reading	80.5	100	7.5	59	75	7.5	77.5	100	7.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	73 / 56.3	75	10	73.5 / 58.4	75	10	81.2 / 60.9	75	10
	Reading	94 / 76.4	100	10	93.8 / 82.4	100	10	97.5 / 84.5	100	10
2b. Composite School Comparison	Math	17.1	100	7.5	16.6	100	7.5	21.8	100	7.5
	Reading	16.7	100	7.5	11.3	75	7.5	11.5	75	7.5
2c. Subgroup ELL	Math	53 / 43.8	75	3.75	73.3 / 50.9	75	3.75	73.3 / 57.9	75	3.75
	Reading	90 / 62.3	75	3.75	100 / 76	100	3.75	100 / 77.6	100	3.75
2c. Subgroup FRL	Math	74 / 45.9	100	3.75	75 / 50.1	75	3.75	79.5 / 51.6	100	3.75
	Reading	94 / 67.8	75	3.75	95.3 / 76.2	75	3.75	96.5 / 78.9	75	3.75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	A	100	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		84	100	15	84	100	15	96	100	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		

Scoring for Overall Rating
89 or higher: Exceeds Standard
<89, but > or = to 63: Meets Standard
<63, but > or = to 39: Does Not Meet Standard
Less than 39: Falls Far Below Standard

92.81

100

89.06

100

90

100

Replication Application

Title Page



Arizona State
Board for
Charter Schools



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Replication Application

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

1. Applicant Agreement

Application Agreement Information

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the replication application process or revocation after award. I understand that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the Principals have read all Arizona statutes regarding charter schools and that, if approved to operate a charter school, the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools ("Board") within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the replication charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Application Agreement Signature

Linda Proctor Downing 04/28/2016

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

Arizona Agribusiness & Equine Center

Name of Replication Model School

Arizona Agribusiness & Equine Center - SMCC

Name of Proposed Charter School

Arizona Agribusiness & Equine Center Mesa

Will the replication charter be held by the existing entity?

Yes, the existing entity will hold the replication charter. (Skip Section A and go to Governance Structure)

A: New Entity and Corporate Principals

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of New Entity

Arizona Agribusiness & Equine Center Mesa

Authorized Representative for New Entity

- Linda Proctor Downing
 - Email: ldowning@aaechighschools.com
 - [REDACTED]
 - [REDACTED]
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)

Authorized Representative Mailing Address

3636 N. Central AVE
Suite 1050
Phoenix , AZ 85012

County

Maricopa

Day Time Phone

602-297-8500

Fax

602-297-8540

Form of Organization

Non Profit Corporation

Entity Type

Government Entity

Charter Principals Background Information

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Pamela Burns
 - Email: pburns410@aol.com
 - [REDACTED]
 - [REDACTED]
 - Files:
 -  [Fingerprint Clearance Card](#)
 -  [Affidavit](#)
 -  [Background Information Sheet](#)
 -  [Resume](#)
 -  [Verification of Coursework/Degree](#)
 -  [Current Charter Affiliations](#)
- Irene Rassi
 - Email: JARassi@aol.com
 - SSN: Not provided

- o DOB: Not provided
- o Files:
 -  Fingerprint Clearance Card
 -  Affidavit
 -  Background Information Sheet
 -  Resume
 -  Verification of Coursework/Degree
 -  Current Charter Affiliations
- Linda Proctor Downing
 - o Email: ldowning@aaechighschools.com
 - o 
 - o 
 - o Files:
 -  Fingerprint Clearance Card
 -  Affidavit
 -  Background Information Sheet
 -  Resume
 -  Verification of Coursework/Degree
 -  Current Charter Affiliations

Required Exhibits for A:

-  [Download File](#) —

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

B: New Governing Body

- Linda Proctor Downing/602-297-8500 (Charter Organization)
- Michael Larrabee/602-228-4916 (Parents)
- Pamela Burns/602-526-8901 (Community)
- Kenneth Roberts Ph.D./480-510-8355 (Community)
- Linda McCormick/602-550-4857 (Other)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

No (Skip Section C and go to Educational Plan)

C.1: Education Service Providers -- Contractual Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Required Exhibits for C.1

No documents were uploaded.

C.2: Education Service Providers -- Governance Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the target population of the new school may be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- 9th
- 10th
- 11th
- 12th

Enrollment Cap

300

Grades Served Year 1

9-12

Projected Enrollment Cap Year 1

300

Grades Served Year 2

9-12

Projected Enrollment Cap Year 2

300

Grades Served Year 3

9-12

Projected Enrollment Cap Year 3

300

School Calendar Type

Standard

If alternative calendar, describe in 10 words or less:

Instructional Days

180

Target Start Date

08/03/2017

School Characteristics

- Equine/Agricultural Studies
- College Preparatory

Target Population and Enrollment of New School Narrative – [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

The mission of Arizona Agribusiness & Equine Center is to provide quality educational opportunities facilitated by the use of high school curriculum focusing on academics, biotechnology, science, and engineering. AAEC will provide effective technology and support to help students meet state and academic standards in math, science, English, reading, and writing. They graduate from high school in pursuit of a career and/or continue their education with secondary institutions. Students will have the unique opportunity to learn hands-on using state-of art engineering, aeronautics and computer-aided technologies.

Program of Instruction Narrative – [Download File](#)

Required Exhibit: (for schools offering high school grades only) – [Download File](#)

6. Operational and Business Plan

Operational Plan Narrative – [Download File](#)

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

No (Complete Section D.2)

D.1: Confirmed Facility

Address of Confirmed Facility

Required Exhibits for D.1:

No documents were uploaded.

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

Dobson Road Southern Ave. Mesa Arizona

Planned Facility Narrative – [Download File](#)

Business Plan

Does the financial performance of the existing entity meet the Board's financial performance expectations?

Yes (Skip Section E)

E. Business Plan for Expansion

Required Exhibits for E

[Download File](#) – Please find attached the start up budget and 3 year budget for the new Mesa location.

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

Arizona Agribusiness & Equine Center INC.
Corporate Board Meeting Minutes 4.18.2016 1:00 PM Teleconference
078510000, 078993000, 078707000, 078587000 138785000
3636 N Central AVE Suite 1050 Phoenix AZ 85012

- I. Roll Call Linda Proctor Downing Board President, Pam Burns Board Secretary, Irene V. Rassi Board Member, Suzanne Drakes Assistant Director.
- II. Adoption of Agenda 4.18.2016: Irene V. Rassi made a motion to adopt the 4.18.2016 Board Agenda, Pam Burns seconded the motion, the motion carried.
- III. Approval of Mesa Replication Charter: Irene V. Rassi made a motion to approve the Mesa Replication Charter; Pam Burns seconded the motion the motion carried.
- IV. Adjournment: Pam Burns made a motion to adjourn the 4.18.2016 Corporate Board Meeting, Irene V. Rassi seconded the motion, the motion carried, and the meeting was adjourned at 1:10 PM.

Application Portfolio
Target Population and Enrollment

1. 7.1 - AAEC’s leadership is expert in promoting academic success for educationally disadvantaged students. This is demonstrated by the sustained improved performance of our AAEC-South Mountain campus as well as our four other high school programs. Of the more than 1,727 students in grades 9-12 enrolled at AAEC Early College High Schools, more than 452 of the students are enrolled at our South Mountain campus where the student population composed of the following demographics: 79% qualifying for free/reduced lunch, 4% categorized as Special Education, 3% ELL, and 96% non-white ethnic and/or racial groups. Our experience in sustained academic growth in a community that serves educationally disadvantaged groups is demonstrated and relevant to our expansion plan.

2. All five of the current AAEC High School campuses are identified as “A” rated schools. Our high school program is successful in serving both educationally disadvantaged and mainstream students. We realized a baseline 4-year graduation rate of 90% at our South Mountain campus. Of our 2016 AAEC-South Mountain graduates, 100% were admitted into a two or four-year college and 18% graduated with both an Arizona High School diploma and a MCC Associate’s degree. The student demographic composition of our South Mountain campus puts this academic achievement in context, which makes it all the more compelling for the expansion of our program in the Mesa community, where a similar educationally disadvantaged student population is found. The chart below illustrates the academic achievements of our South Mountain High School students. Of particular note, is our students’ performance as compared to the state average for “Economically Disadvantaged” students.

AzMerit Spring 2015	ELA 9 Percent Passing	ELA 10 Percent Passing	ELA 11 Percent Passing	Algebra 1 Percent Passing	Geometry Percent Passing	Algebra 2 Percent passing
AAEC South Mountain	20%	41%	40%	34%	25%	42%
State of Arizona	16%	20%	19%	22%	19%	19%

3. The AAEC South Mountain community has a population of 100,565 people with a disproportionately larger children and teen population. The average commute time for families is 26.1 minutes, with the primary forms of transportation being personal vehicle and public bus services. AAEC South Mountain families generally reside within a five mile radius of the AAEC South Mountain High School campus. We anticipate that our Mesa High School campus families will also reside within a general five mile radius of our new facility.

7.2 - The AAEC-Mesa high school campus will target students from grades 9-12 in the five mile radius of the proposed site at Southern and Longmore in Mesa, a site that is conveniently located in close proximity to two highly-accessible highways, the Loop 101 and the US 60. The total population within a ten mile radius of the expansion site is over one million with a total K-16 student population within five miles of the site of nearly 100,000 students. Within the five mile radius, 64 elementary schools and 20 junior programs currently serve this student population. Only two high schools are located within a two mile radius of our Mesa site: Dobson High School(MPS) and Westwood High School(MPS), both schools are currently assessed as “B” schools with a graduation rate of 79% and 74% respectively. The following chart also illustrates the academic indicators for the AZMerit ELA and Math exams:

AZMerit	ELA 9	ELA 10	ELA 11	Algebra 1	Geometry	Algebra 2
Spring 2015	Percent Passing					
Dobson High School	22%	25%	27%	14%	14%	28%
Westwood High School	20%	27%	23%	20%	22%	35%

Our expectation is that our AAEC-Mesa high school program will support academic results similar to our AAEC-South Mountain high school program, which would impact the currently educational disadvantaged student population. The target student population would mirror the MCC campus population as well as the above high school communities. Population statistics for Dobson High School provide the following demographic information:

42% White

40% Hispanic

5% Not Specified

8 Black

1% Asian

4% Native American

The Free and Reduced Lunch, Special Education, and ELL student populations will closely align with our current AAEC-South Mountain student population:

4% Special Education

79% Free and Reduced Lunch

3% ELL

7.3 - Based on our research we found that there were over 13,000 families in the 5 mile radius that have students between the ages of 12-17 years of age.

7.4 - AAEC admits all eligible pupils who submit a timely application. AAEC give enrollment preference to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. If, by the application deadline, the number of applications exceeds the capacity of a program, class, grade level, or building, all applications for that program, class, grade level or building will be selected for the available slots through an equitable selection process, such as a lottery, except that preference shall be given to siblings of a pupil. After the application deadline, pupils for any remaining slots or from a waiting list will be accepted in chronological order.

7.5 - AAEC proposes that our open enrollment starts once the charter is approved.

Application Portfolio
Program of Instruction Narrative

- 9-1. Provide a description of the charter holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If a different population will be served in the new school, how does this philosophical approach apply?

EDUCATIONAL PHILOSOPHY

The educational philosophy of Arizona Agribusiness & Equine Center (AAEC) is to prepare young adults for excellence in academics, social responsibility and lifelong learning. AAEC provides educational programs for high school students in grades 9 through 12, as well as concurrent transferable college courses, at locations on or adjacent to campuses of the local County Community College Districts. Subject to capacity limits, the schools are open to all students within the state. Thirty percent of the students attending the AAEC's schools graduate from high school with both a diploma and an Associate's degree, thereby acquiring two years of college credit to transfer to a Post-Secondary Institution.

AAEC understands success cannot be achieved without all stakeholders involved including support from the community, parents, teachers, and administrators. Parents are viewed as partners in their children's education. The mission, vision, and goals of AAEC and community partners are aligned in order to assist students and parents to overcome any obstacles to student achievement.

The AAEC program focuses on high expectations, engaging instruction and rigorous assessments, which have helped AAEC, raise student's achievement. Program growth and refinement will continue. The school will continue to maintain the high quality that has had them ranked in U.S. News & World report "Best High Schools" and as Phoenix Magazine's "Top 10 School".

- 9-2. Describe the existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Arizona Academic Standards.

AAEC's instructional methodology is designed to support the school mission and philosophy by ensuring student success in academic achievement. The following is a summary of the instructional methodology:

- Teaching methods include direct instruction, cooperative learning, discovery, inquiry and interdisciplinary approach through project based learning.
- Group and individual instruction in order to maximize student achievement.
- Small class sizes: 23: 1 (student to teacher ratios).
- Increased instructional time to increase retention and understanding through supplemental classes.
- Incorporation of latest methodologies and practices into classroom instruction and activities.
- Incorporate career exploration, college course advisement and personal develop into each student's academic plan.

- 9-3. Present an explanation of how the implementation of the existing program of instruction meets the needs of the proposed target population.

The demographics of the Arizona Agribusiness and Equine Center school location strongly suggest that students will come from low-income households. Therefore, all of the outreach activities the school will use will go directly towards encouraging low-income and at-risk students to enroll in the school. To specifically target this group, AAEC will directly address the unique needs of the students and parents in a way that is appealing and understandable to both students and parents.

The AAEC marketing and outreach effort focuses on the needs of low income and at-risk students. Outreach materials inform parents of several positive features the school will have to offer:

- Small class sizes
- Free quality education
- Early College preparatory program
- Assistance in college application
- History of student success at AAEC
- Highly Qualified and Trained teachers
- Extracurricular activities providing students with unique educational opportunities in a safe environment
- Opportunities for parental involvement and parent input to directly affect school policy
- Community organization partnerships
- Exposure and training in high demand occupations and interest areas.

- 9-4. Describe the level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next.

Students will be awarded credit based on a standard grading scale of 70%-100%.

All students will meet with a college advisor to discuss entrance requirements, financial aid, and scholarships. In addition, students will have the opportunity to visit the in-state universities.

A typical student will take at least 38 Community College Credits before graduation.

- 9-5. If your school serves a high school population, identify graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

AAEC will follow a four-year plan for all high school students, which meets the graduation requirements set forth by the State of Arizona, as outlined in A.A.C. R7-2-302.02 and the Arizona Regents College entrance requirements. The four-year plan at AAEC requires students to take:

English	4 Credits
Math	4 Credits
Lab Science	3 Credits
World Geo./World His.	2 Credits
US History	1 Credit
Government/Econ.	1 Credit
Economics	.5 Credits
Fine Art/CTE	1 Credit
Foreign Language	2 Credits
Electives	4 Credits

Total to Graduate 22 Credits

Required Exhibit: (for schools offering high school grades only)

Menu of course offerings including course titles and brief descriptions.

Agriculture Department

Introduction to Agriculture 1-2 (crs. #411/412)

1 Science (Laboratory)

This laboratory science course introduces students to agriculture and a broad spectrum of basic agricultural science principles. Topics presented include the development and impact of agriculture, definitions of agriculture related fields, an introduction to FFA, and agriculture careers. Students will also be instructed in scientific method, the metric system, and proper use of lab equipment. Fields of science that will be presented include geology, soil science, plant science, animal science, fiber science, food safety, and natural resources. Students will also be introduced to chemistry, data analysis, and physics. Laboratory sessions will be performed with corresponding units. Students will be introduced to different types of Supervised Agricultural Experiences (SAEs), as well record keeping practices to document and record progress in SAE projects. Students will work to develop business writing, resume writing, decision making, team building, and leadership skills. The development of a satisfactory Supervised Agricultural Experience (SAEs) will be an integral component of the class, and all students will be encouraged to build an ongoing SAE project.

Animal Production Systems 1-2 (crs. #504/505)

1 Elective/CTE Credit

This course is designed to provide an overview of the field of Animal Science. The importance and development of Animal Science will be primary topics; as well as general aspects of animal science such as animal classification, animal nutrition, and animal health management. Discussion topics will also include an overview of types and breeds of animals used for production of food and fiber. Specific emphasis will be placed on sheep, swine, beef, dairy and poultry. Students will also be exposed to different careers available in the field of animal science. Instruction in Leadership through the FFA and Supervised Agriculture Experience (SAE) programs are an integral part of instruction.

Livestock Evaluation 1-2 (crs.# 508/509)

1 Elective/CTE Credit

Course involves the practical application of livestock evaluation criteria and methods used in judging production livestock species (beef cattle, sheep, hogs, and meat goats). Classes will overview commercial breeds of livestock, livestock animal anatomy, standards for evaluating live animals, quality/yield grading of market animals and selection criteria of breeding animals. Emphasis is placed upon the ranking of animals to set standards, and the oral defense of those rankings. Course participants are eligible for competitive opportunities.

Advanced Livestock Evaluation 1-2 (crs.# 510/511)

1 Elective/CTE Credit

Advanced course required for those students desiring to pursue additional competitive livestock judging and evaluation. Market livestock emphasized include beef cattle, sheep, swine, and meat goats. Students are introduced to common types of production methods and practices, and will practice sire and dam selection. Students additionally review general livestock animal production and management principles for Career Development Events (CDE).

Plant Science 1-2 (crs.# 614/615)

1 Elective/CTE Credit

This course emphasizes the vital role of plant science in our everyday lives. Areas of instruction will include Plant Growth and Development, Soil Science, as well as Crop Production and Management. Various topics to be covered include photosynthesis, respiration, plant propagation, plant pathology, organic farming, crop identification, hydroponics, and an introduction to landscaping. Students will learn the principles of plant science while working in a greenhouse, garden or even through a landscaping SAE project. This course will meet both AZ State Science Standards as well as standards for Agriculture education. Instruction in Leadership through the FFA and Supervised Agriculture Experience (SAE) programs are an integral part of instruction.

Plant Science 3-4 (crs.# 616/617)

1 Elective/CTE Credit

The objective of this course is to introduce student to the world of soil science and the concepts that comes along with soil texturing, soil formation, and principles of Landscape Design. Plant Science 3 will present a broad spectrum of different topics covering a higher level of science standards and include soil characteristics classification, soil fertility, farming, soil material and soilless plant production. Students will be introduced to chemistry, physiology and data analysis in this course. Plant Science 4 will concentrate on principles of landscape design, designing irrigation for landscaping, landscape care/maintenance, and commercial landscape design.

Beginning Horsemanship (1 Semester) (crs.# 506/507)

.5 Elective/CTE Credit

The objective of Beginning Horsemanship is to introduce the students to basic skills of horsemanship. Students will be introduced to basic horse anatomy and conformation, as well as different performance breeds. Students will concentrate on developing and learning basic skills such as safe handling, catching, grooming, saddling and bridling a horse. Students will also learn how to control and guide a horse through the basic gaits of walking, trotting, (jogging), and cantering (loping).

Intermediate Horsemanship (1 Semester) (crs.# 522/523)

.5 Elective/CTE Credit

The objective of Intermediate Horsemanship is to allow students to practice and develop equitation skills. Students will concentrate of developing and improving control and execution of both natural and artificial aids, collections and control, and interpreting horse behavior. Students will also be introduced to more advanced equitation maneuvers and patterns as they are encouraged to develop skills useful for training and showing horses.

Equine Science 1-2 (crs.# 514/515)

1 Elective/CTE Credit

Course introduces students to a broad spectrum of topics in Equine Science to establish a solid foundation in general horse knowledge, and then continues into a study of the Equine Industry. Lectures in Equine Science 1 cover the development, domestication, and use of the horse; as well as economic impact and future trends of the horse industry. Major emphasis is placed upon breeds, disciplines, basic anatomy, colors, markings, conformation, gaits, teeth and age determination, hoof anatomy and care, equine behavior, and considerations for selection. Equine Science 2 explores the size and scope of the equine industry, different components of the horse market, as well as different business aspects and career opportunities within the horse industry.

Equine Science 3-4 (crs.# 516/517)

1 Elective/CTE Credit

Course introduces various aspects of equine health management including disease prevention and nutrition. Equine Science 3 covers principles of disease and disease transmission, as well as the immune and disease resistance. Topics also include common disorders of the horse, as well as immunization protocols and treatment. Methods of health assessment, common guidelines for illness detection, parasite control, and first aid will also be discussed. The unique digestive anatomy and physiology of the horse, as well as the role nutrition plays in the management and production of horses is emphasized in Equine Science 4. Proper nutrient requirements, sources, commonly used feedstuffs, feed formulation and ration balancing are discussed, as well as recommended feeding practices.

Equine Science 5-6 (crs.# 518/519)

1 Elective/CTE Credit

This course involves an advanced study of production and performance practices in Equine Science. Equine Science 5 examines the comparative reproductive anatomy and physiology of livestock and equine species. Topics presented include reproductive efficiency, reproductive anatomy/physiology, breeding management of the stallion and broodmare, and practical applications of artificial insemination and embryo transfer. Equine Science 6 involves investigation of the scope of Equine Sports Medicine (ESM), various competitive events for horses, significant risks and injuries to the equine athlete, and criteria used for selection of performance prospects. The course concentrates on exercise physiology, and will cover relevant body systems, lameness issues and factors affecting athletic performance

Horse Evaluation 1-2 (crs.# 526/527)

1 Elective/CTE Credit

Introductory course designed to familiarize students with the basic principles, criteria and methodology of horse judging. Breed, conformation, and performance standards are used to teach evaluation of competitive stock horse breeds, as well as Arabian, Morgan, Hunter, and Saddlebred horses. Emphasis is placed upon the critical evaluation and subsequent ranking of horses, presentation of oral reasons and guidelines for competitive horse judging. Course participants are eligible for competitive opportunities.

Advanced Horse Evaluation 1-2 (crs.# 528/529)

1 Elective/CTE Credit

Advanced course required for those students desiring to pursue additional competitive horse judging opportunities. Students review evaluation criteria and standards for judging both conformation and performance classes for stock, English, and hunter type horses. Emphasis is placed upon learning additional events (i.e. Western Riding, Reining, Pleasure Driving, Country Pleasure, and Hunter Hack), as well as further development of oral reasons. Students additionally review general horsemanship and horse management principles for Career Development Events (CDE).

Applied Genetics (crs/# 534)

1 Elective/CTE Credit

This is an advanced course in the practice and application of basic concepts of genetics and heredity in livestock production. Class includes a review of relevant topics such as meiosis, understanding chromosomes, Mendelian genetics, and principles of phenotypic expression. Discussion will also include gene frequencies and principles of selection (qualitative and quantitative genetics). Additionally, students have the opportunity to apply information from lecture to practice sets of problems representative of animal/livestock production scenarios.

Introduction to Veterinary Science 1-2 (crs.# 502/503)

1 Elective/CTE Credit

Course introduces students to an overview of Animal Science and Veterinary Medicine. Primary topics include the importance and development of Animal Science, as well as general aspects of animal welfare, animal classification, nutrition, and animal health management. Students also preview academic curricula and opportunities for a degree/career in veterinary medicine. Emphasis will be placed upon the introduction of different careers available in animal health care; as well as the prerequisites and qualifications for admission into professional veterinary medical programs. Additional topics include an introduction to principles of disease, basic diagnostic procedures, professional vocabulary, animal welfare, and veterinary ethics.

Animal Anatomy & Physiology 1-2 (crs.# 512/513)

1 Elective/CTE Credit

Course involves the study of the structure and function of mammalian physiology, and especially livestock animals (horse, cattle, sheep, and swine). Topics include an introduction to the field of comparative anatomy and physiology; a review of cells and life processes; primary tissues; temperature regulation; body fluids and water distribution; blood and the cardiovascular system; principles of locomotion; skin and associated structures; nervous system and sensory perception; reproduction and endocrine system; digestive system; respiratory system; kidney function and the urinary system.

Animal Diseases 1-2 (crs.# 520/521)

1 Elective/CTE Credit

The objective of this course is for the student to understand the principles of disease, concepts of preventive medicine, causes of disease and diagnostic practices. Lectures will also include the role of nutrition and parasite management. Diseases of various species will be discussed in a systematic manner so the student will be able to recognize those most commonly seen. Primary species to be studied include dogs, cats, horses, cattle, sheep/goats, swine, avian, reptiles, pocket pets and exotics. An emphasis is made on zoonotic diseases and agents used in bioterrorism to give the student a look at global issues.

Clinical Veterinary Techniques 1-2 (crs.# 535/536)

1 Elective/CTE Credit

This course presents procedures in veterinary medicine and provides students the opportunity to develop practical skills. Material presented will include an introduction of components seen in the day-to-day management of a veterinary hospital including history taking and records, physical exams, triage, medical emergencies, care and restraint techniques, laboratory procedures, bandage and cast applications, surgical preparations, nursing care, and veterinary office management.

Natural Resources 1-2 (crs.# 441/442)

1 Elective/CTE Credit

Natural Resources will introduce students to natural resources, biodiversity, ecology, and wildlife. The course will present a broad spectrum of different subjects covering natural resources, conservation, and ecology. Topics presented include the development and impact of humans on the environment and wildlife. Students will also be instructed in sustainable resources and proper use of soil and water testing equipment. Fields of science that will be presented include geology, soil science, plant science, animal science, ecology, and natural resources. The course will conclude with presentations of topics relating to current environmental issue in the state of Arizona. Laboratory sessions will be performed along with corresponding units.

Agribusiness 1-2 (crs.# 551/552)**1 Elective/CTE Credit**

This course emphasizes the vital role of Agribusiness in every sector of national and international economies. Areas of instruction will include foundations of economics, both micro- and macroeconomics, global economics and personal finance. This course will meet both AZ State Standards for economics as well as standards for Agriculture education. Instruction in Leadership through the FFA and Supervised Agriculture Experience (SAE) programs are an integral part of instruction. Students will learn the principles of economics while creating a business plan, designing facilities, and operating a school or home based business. Students will create budget, and spread sheets using Excel, write resumes and compile a personal portfolio.

Internship (crs.# 601)**1 Elective/CTE Credit**

Internships are available to provide students the opportunity to explore career interests in a real-life setting with real-life responsibilities. Student interns work for businesses/organizations in various industry sectors to develop vocational skills, apply knowledge gained from classes, and to investigate opportunities in their interest field. Different internships include Ag-Discovery (USDA/APHIS sponsored plant science/animal science/veterinary science summer program), Animal Science - Industry (i.e. farm management, commercial agriculture business marketing, horse trainer/instructor, event facilities management), Animal Science –Science (i.e. veterinary medicine, reproductive technologies, equine rehabilitation therapies, aquaculture, research assistant), or Plant Science (i.e. agronomy, soil conservation, turf management, citrus management).

English Department

Students may be enrolled in Advanced English classes based upon excellent testing scores and/or faculty recommendation. Any student in Advanced English should be prepared for additional rigor and responsibility for the course work. The class expectations include material which is more academically challenging, increased student responsibility for deeper mastery of subject material, and individual accountability for in-depth discussions and quality of written work. Students should demonstrate a strong desire to improve proficiency in reading, writing, speaking, and critical thinking.

English 1-2 (crs.# 111/112)**1 English Credit**

Students will explore contemporary young adult fiction, contemporary classics, and be given an overview of literature from other cultures and lands. Students will learn about themselves through the struggles and triumphs of literary characters. Basic grammar skills will be reinforced on a weekly basis, and students will compose a variety of personal writing and written responses to literature. Students will strengthen their vocabulary through challenging reading. Students are required to complete independent reading using novels and non-fiction works of their choice.

English 3-4 (crs.# 121/122)**1 English Credit**

Students will explore the literary roots of Western Civilization beginning with the ancient Greeks and ending with contemporary British classics. In addition, they will survey significant development in philosophical thought in Europe. Students will analyze and evaluate literature including drama, poetry, fiction, and non-fiction. Students are required to complete independent reading using novels and non-fiction works of their choice.

In order to be able to effectively express their ideas in written form, as well as to prepare for the AIMS Writing Test, all sophomores will write extensively during English 2. Students learn to follow a systematic approach during the writing process: prewriting, rough draft, peer editing, rewriting, teacher conferences, and final copy. Types of writing include narrative, descriptive, and persuasive essays, which are evaluated using the Six-Trait-Analytical Writing Rubric. Following AIMS testing, time is devoted to creative writing and research.

English 5-6 (crs.# 131/132)**1 English Credit**

Students study many of the classics of American Literature from Native American writers to contemporary authors. Whenever possible, novels that illustrate distinctive eras of American history are chosen. Students are challenged to develop and utilize critical thinking skills during class discussions and debates. Vocabulary building is stressed as a way of improving reading skills. Grammar is taught in conjunction with writing, which provides an opportunity for students to respond to questions that are raised in class. During the second semester, students are required to write a research paper during the second semester of English 3.

English 7-8 (crs.# 141/142)**1 English Credit**

This class for seniors concentrates on the study of World Literature. Students analyze characters, settings, and themes found in a wide variety of cultures. Many of these novels have personal applications for students' lives. Films are used to provide another genre by which to evaluate issues such as love, war, and friendship. Written assignments and class discussions reinforce the understanding of the materials studied and allow students to express their opinions. Vocabulary is studied in context during oral reading and separately in preparation for standardized tests like SAT.

Academic Enrichment (crs.# 100)**.5 Elective Credit**

All freshmen and sophomores benefit from the opportunity to enhance their reading ability. Improving their fluency, vocabulary, and comprehension not only assists students in passing the AIMS Reading Test, it is basic to the understanding of all other course materials. Reading skills systematically studied in this class include Vocabulary in Context, Main Ideas, Supporting Details, Fact and Opinion, Inferences, Purpose, Tone, and Argument. Each unit involves an explanation of the particular skill being studied followed by exercises and mastery tests. Readings are usually short nonfiction passages.

Note: Please see the list of materials which instructors may choose from for each level of English.

Yearbook (crs.# 606/887)**1 Elective Credit**

Yearbook is a yearlong course wherein its students are involved in the many phases of designing, creating, editing, and promoting their own high school yearbook. This includes opportunities for learning desktop publishing, photography, original cover design, journalistic editing, as well as leadership, since students will work with a team of their peers. Yearbook participants are also expected to manage meeting the deadlines that come with publishing quality material, give time outside of class to complete the publication, and assist in promoting/selling their yearbook to the student body. The yearbook class does not require prior experience, but interest in any of the above listed opportunities is helpful. All high school grade levels are encouraged to enroll in the class so as to create a yearbook that represents the whole student body (9th-12th grades).

Math Department**Algebra 1-2 (crs.# 311/312)****1 Math Credit**

This course will help students build their conceptual understanding of algebra content while practicing necessary fundamental skills. This course will study the following concepts:

- algebraic language and applications
- development of the real number system
- variables
- mathematical expressions
- linear equations
- inequalities
- problem solving
- polynomials
- special products and factoring
- graphs, relations and functions
- quadratic equations
- rational and radical expressions
- basic statistics and probability

The goal of this course is to prepare a solid foundation in algebra for the students to draw upon in order to secure a smooth transition to higher levels of mathematics. The teaching techniques include input, modeling, checking for understanding and guided practice. Students will participate in activities that enhance their understanding of new topics, and/or provide an additional opportunity to practice new skills.

Geometry 1-2 (crs.# 321/322)**1 Math Credit**

This course provides a solid skill base and understanding of

- formal geometric proofs
- polygons
- circles
- coordinate geometry
- congruency
- similarity
- right triangle trigonometry
- Euclidean transformations
- mathematical structure and logic

The purpose of this course is to introduce students to the Pythagorean and Euclidean theory; two-dimensional and three-dimensional objects, basic shapes and how they interact with each other. Students will develop a foundation in deductive reasoning and problem solving through an emphasis on critical analysis as well as demonstration of key soft skill behaviors. Geometry will help enhance critical thinking abilities as well as understanding of logic and structure.

Algebra 3-4 (crs.# 331/332)**1 Math Credit**

This course will provide a solid skill base and understanding of algebraic concepts through practice and development of critical thinking in such topics as order of operations, properties of the real number system, emphasizing solution techniques for linear, absolute value, radical, and rational equations.

This course also covers solution techniques for

- polynomial equations
- properties of functions
- logarithms and exponents
- coordinate geometry
- complex numbers
- arithmetic and geometric sequences and series
- introduction of trigonometry and its applications.

Students will be expected to graph the solutions with or without help of graphing calculator. Technology will play a part in this course, especially hand-held scientific calculators.

Applied Mathematics 1-2 (crs.# 343/344)**1 Math Credit**

This course introduces the practical application of mathematics using problem-solving strategies and math skills as related to everyday consumer situations. The following concepts are included:

- real world applications involving fractions, decimals, percents, tables and graphs
- probability, including normal probability models
- statistics, including descriptive measures, distributions, estimation, hypothesis testing, correlation, and regression analysis
- solution of problems related to topics such as personal finance, interest, taxes, and investments

Instruction will focus on mathematics content as reflected in the State Mathematics Standard in conjunction with test-taking strategies.

Advanced Mathematics 1-2 (crs.# 341/342)**1 Math Credit**

This course is designed to provide students with the mathematical background necessary to meet college entrance requirements. Students will continue to explore the concepts introduced in Algebra 3-4 by applying deductive reasoning and solve problems through an emphasis on critical analysis.

This course will provide a solid skill base and understanding of pre-calculus concepts in algebra and trigonometry that will be used in future college math courses as well as courses in the social and natural sciences.

Topics covered include:

- comparing data sets using graphs and summary statistics with or without technology
- expressing and solving problems that can be modeled using linear, quadratic, logarithmic, exponential, cubic, reciprocal, absolute value, step and other piecewise-defined functions
- interpreting solutions in terms of the context
- trigonometric functions and identities
- conic sections
- sequences, series, and combinatorics

Students will be expected to graph the solutions with or without help of a graphing calculator. Technology will play a part in this course, especially hand-held scientific calculators.

Science Department

Biology 1-2 (crs.# 421/422)

1 Lab Science Credit

Biology is a laboratory course focusing on the following themes of Biology: the nature and history of science as a human endeavor, the chemistry of living things, cellular structure and function, energy systems of living things, cellular reproduction, heredity, evolution, the interdependence of organisms, and human systems. Biology provides an understanding of life and life processes. Students will investigate the nature of biology and the concepts and principles applicable to living things by performing laboratory activities related to each unit of study. The goal of this course is to provide a basic introduction to biology with an emphasis on biochemistry and molecular cell biology, and to prepare students for college level biology.

Students in Biology will:

- Formulate predictions, questions, or hypotheses based on observation
- Design and conduct controlled investigations
- Evaluate experimental design, analyze data, and communicate results
- Understand the roles of cells and cellular processes
- Understand organization of living systems, and the role of energy within systems
- Understand the molecular bases of heredity and resulting genetic diversity
- Understand scientific principles and processes involved in biological evolution
- Analyze the relationships among various organisms and their environment

Chemistry 1-2 (crs.# 431/432)

1 Lab Science Credit

Chemistry is a physical science course that teaches students to understand and visualize the world around them at the atomic level. Students should have already taken and passed Algebra with a C or better, since Chemistry focuses on quantifiable relationships between matter and energy. Topics covered include lab practices and scientific method, history and development of chemistry, quantum structure, mole relationships and stoichiometry, reaction types and predicting products, gas laws, thermochemistry and nuclear chemistry. Students may be required to keep a lab notebook and may be required to do projects or research papers as part of the class. Experiments are used to introduce the principles of chemistry.

Methods of Inquiry 1-2 (crs.# 648)

1 Elective Credit

The Methods of Inquiry course will introduce students to the inquiry process. Students will use various processes like questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results. Topics will include: the methods of forming observations, questions and hypothesis, designing and conducting controlled investigations, evaluating experimental design, analyzing data to explain results and propose further investigations. Students will also learn the proper methods to communicate investigation results.

Human Anatomy and Physiology (crs.# 540)

.5 Elective Credit

Anatomy and Physiology cover the basics of human anatomy and physiology including anatomic terminology, basic biochemistry, cells, cell processes and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive systems. Anatomy and physiology also introduces common human disease processes.

Social Studies Department

Global Studies - Geography 1-2 (crs.# 211/212)

1 World Geography Credit

World Geography is the study of the world's peoples, places, and environments, with a focus on world regions. In this course students will learn what life is like in other parts of the world. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives, such as reading maps, graphs, etc. and valuing cultures throughout the world.

World History 1-2 (crs.# 221/222)

1 World History Credit

The course provides an overview of the history of the world. While European history is emphasized, ancient civilizations and significant African and Asian nations are studied. Emphasizing place, time and significance, the course will show the continuity of history and the sweeping forces that shaped events and influenced each era of history. The course begins with the prehistoric period and ancient civilizations. The first semester ends with the Renaissance. The second semester begins with Absolutism and the French Revolution and the semester ends with the Cold War.

US History 1-2 (crs.# 231/232)

1 US History Credit

This course examines the history of the United States beginning with Pre-Columbian Native cultures of the North American continent, through colonization, revolution and the development of a constitutional democracy. Students will develop a greater understanding of how the United States developed through westward expansion, compromise, and conflict. After studying the Civil War and Reconstruction the course examines the emergence of the modern United States into a world power through the Great Depression, WWII, and the post war era. In addition contemporary issues affecting the United States will be explored. Throughout the course Arizona history will also be explored.

Economics/Free Enterprise (1 Semester) (crs.# 242)

.5 Economics/Free Enterprise Credit

This course familiarizes students with the foundations of economics and the application of basic economic concepts and decision-making skills. Students will develop a greater understanding of the foundations of economics such as scarcity and the different methods of allocating goods and services. Both microeconomics, which examines the costs and benefits of economic choices relating to individuals, markets, industries, and governmental policies, and macroeconomics, which examines choices made at a societal level and how those choices affect overall economic well being will be explored. In addition global interactions and various economic systems will be studied. Close attention is given to the individual as a consumer in our economic system, with topics focusing on consumer protection, money management, and consumer credit.

American Government (1 Semester) (crs.# 241)

.5 American Government Credit

This course is designed to develop a more profound understanding of and appreciation for the fundamental principles and values of our free society. It focuses on the common core of civic values and concepts that are fundamental to the theory and practice of democratic citizenship in the United States. The fundamentals of government on the national, state and local levels will be examined, including the three branches of government, rights and responsibilities of American citizenship, and the development and role of political parties. This course involves both the study of general concepts on laws and policies developed to govern protect and promote the well being of the people, and different governmental systems that exist throughout the world.

**Application Portfolio
Operational Plan Narrative**

10-1. Describe the organization's strategic growth plan and desired outcomes over the next five years in Arizona. Include: number of schools with grades served including expansion progression, projected opening dates, and projected number of students served.

Growth Strategy One of the AAEC's strategic goals has been to replicate its initial model in other targeted geographic locations in the Phoenix metropolitan area (AAEC has placed its existing campuses on all sides of the Phoenix metropolitan area). AAEC has opened campuses when population growth supports demonstrated demand and where land has become available, at reasonable comparable market values, adjacent to the current Maricopa Community Colleges. Given its community college emphasis, the AAEC believes that proximity to community college campuses is necessary to allow students to transition seamlessly into a community college. The Borrower seeks to leverage resources at the community colleges — 100% of the AAEC's students are enrolled in, at a minimum, one community college course. This allows students to utilize the library and technology resources at the community college, and lowers the overall operational costs of the AAEC's program. AAEC also believes this arrangement provides the best educational opportunity for its students.

In 2011, AAEC began to expand beyond Maricopa County to appropriate outlying areas — initially the Town of Prescott Valley in Yavapai County, where the Prescott Valley Campus is located. AAEC believed this was a desirable location because of the growth in the area and the existence of Yavapai Community College, which has shown a willingness and desire to create a partnership with AAEC. In 2012 AAEC built a permanent facility for the Paradise Valley Campus. AAEC believed the new location for the Paradise Valley Campus was desirable due to its proximity to Paradise Valley Community College. AAEC is now looking at expansion to the Mesa Community College location which mirror's the current population and demographics of the AAEC South Mountain Campus. AAEC South Mountain is currently showing significant growth and continues to perform as well as the other four campuses that reside in higher socio economical areas.

While there are no concrete plans for further expansion to other areas besides Mesa, AAEC is continually exploring opportunities for expansion into areas that would meet the conditions and core components of the model it has implemented at its other five locations. More generally, factors that AAEC considers important in making a decision to expand include the following:

- Strong community support for AAEC;
- The need for additional space in its facilities to grow its enrollment and program offerings;
- The Schools remain the only schools in Arizona that provide students with an average of 46 community college credits by the time they graduate;
- Ongoing overcrowding in comprehensive high schools, combined with the AAEC's "small school" concept; and

- AAEC's belief that it has and is perceived as having an effective model, which is effective regarding of the socioeconomic status of the surrounding community, as demonstrated consistently through its students' standardized test scores and accumulated community college credits.

10-2. Summarize the organization's capacity to support the quality and long-term academic and operational success and financial viability of the replication school, and proposed growth of the school over the next three years

Academic Success:

AAEC-Mesa will invest in high quality faculty and administrators and provide continuous coaching and ongoing professional development of our teachers and school leaders. The Observation/Evaluation Process occurs two times for each teachers. These observations are recorded in a database and are tracked to monitor identified areas of refinement and reinforcement so we can target specific teacher needs in upcoming professional development and to identify staff who can teach others specific instructional strategies from their classrooms. Through the teacher evaluation scores, we also will measure the correlation between observations/evaluations and student achievement gains. This data provides another source of dialogue between administration and teachers, thus improving the teacher's efficacy and performance in the classroom. All teachers will participate in both district and site professional development, which increases collaboration across our five campuses and provides a shared pool of knowledge and resources. Sustained academic success will involve AAEC-Mesa's commitment to support the shared AAEC mission through a model of continuous improvement that involves all stakeholders in the process of reviewing data, providing feedback, and working collaboratively to ensure high levels of achievement for all students, regardless of income or ability. The state academic standards will also be incorporated in student assessments and methods of evaluation. Teachers will monitor student's progress closely to track mastery levels of each performance objective, and to further address areas where students need improvement. Multiple methods of assessment will be utilized to monitor student progress and demonstration of proficiency.

Operational Success:

In addition to a focused support of academic programs, AAEC Mesa will monitor operational components as part of our ongoing assessment process. Initially, marketing and student enrollment will be a primary focus with a secondary focus on parent involvement. Within the first three years of the school's opening, our marketing efforts will be supported by a strong community involvement and word-of-mouth as well as social media targeted campaigns. An additional component of our initial efforts will include open house style informational/open enrollment meetings supported by targeted advertising and direct marketing. The school will be able to provide for purchases, furniture and technology because they will not be purchased or replaced simultaneously or in large quantities. It is anticipated in subsequent years that the AAEC will qualify for Federal and State Title Grants (Title I, Title II, CTE and IDEA). The increased enrollment will allow for

economies of scale take effect. Being knowledgeable about funding sources is an important factor in securing additional funds.

10-3. Discuss your operational capacity to open and operate schools successfully, including lessons learned from past expansion, and how you plan to avoid or minimize challenges in the replication school:

Operational Capacity:

AAEC has opened and is continually operating five successful campuses. All five school are "A" rated schools. Challenges to increasing student achievement at our expansion campus are similar to challenges faced at our existing schools, including its comparable AAEC-South Mountain High School: teacher quality, customizing student learning, family engagement, and community support. Our continual assessment of our programs will address these components with efficacy and thoughtfulness through timely reviews and implementation of targeted supports.

Regardless of the community in which an AAEC campus resides, the students perform uniformly. AAEC, as of date, does not have an achievement gap. AAEC only grows as large as the integrity of the program can be maintained. AAEC's instructional staff meets all the highly qualified requirements and any additional state qualifying requirements. Throughout the year AAEC not only does cross curricular activities within each campus but core content teachers from all five campuses come together on a regular basis to discuss best practice techniques and consistency through out the campuses. Curriculum is reviewed and updated as needed to reflect the current standards by the educational staff. This method has allowed AAEC to maintain its current high academic standards and operations. It appears that as we grow we improve with every expansion. Having a solid direction and growth plan has helped AAEC focus on where we want to go.

Proposed cross streets are Dobson and Southern AVE. in Mesa, AZ

D.2-2. Describe the facility size and layout suitable for implementing the Educational Plan: The Facility size is approximately 6000 sq.ft. with 5 classrooms, 2 offices, a multipurpose room and 2 bathrooms. (The architectural layout is not available at this time). AAEC will lease space for the next five years. Once the lease is completed AAEC will purchase property adjacent to its current location to build a facility.

D.2-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 7.

AAEC is currently in negotiations with the real estate agent to be acquired by August 2016.

	A	B	C	D	E	F
1	Applicant Name: Arizona Agribusiness & Equine, Inc. - Mesa Campus					
2						
3						
4	<i>Provide Assumptions by Line</i>					
5	START-UP REVENUE					
6	Secured Funds - Private Donations					
7	Secured Funds - Loans					
8	Secured Funds - Other (AAEC, Inc.)				\$ 235,000	1
9	Total Start-up Revenue				\$ 235,000	
10						
11	Administration, Instruction, & Support (AIS) EXPENDITURES (add lines as necessary)					
12	Salaries					
13	Director/Principal	0.33	\$ 62,000		\$ 20,460	2
14	Teacher-Regular Education	0.33	\$ 42,000		\$ 13,860	2
15	Teacher-Special Education				\$ -	
16	Clerical	0.33	\$ 34,000		\$ 11,220	2
17	Bookkeeper/Finance	0.05	\$ 34,000		\$ 1,700	2
18	Custodial/Maintenance				\$ -	
19	Other				\$ -	
20	Employee Benefits				\$ 9,400	3
21	Employee Insurance (if providing)				\$ 4,100	4
22	Office Supplies (Paper, Postage, etc.)				\$ 1,000	5
23	Instructional Consumables					
24	Membership Dues, Registrations, & Travel					
25	Contracted Services: AIS				\$ 2,000	6
26	Contracted Services: Special Education					
27	Curriculum & Resource Materials					
28	Library Resources/Software					
29	S AIS Software				\$ 500	8
30	Other					
31	Total Administration, Instruction, & Support				\$ 64,240	

	A	B	C	D	E	F
32						
	Operations & Maintenance (O&M)				Total \$	Assumption #
33	EXPENDITURES (add lines as necessary)					
34	Supplies				\$ 500	5
35	Marketing/Advertising				\$ 5,000	9
36	Contracted Services: O&M (Janitorial)				\$ 2,000	5
37	Building Rent/Lease/Loan				\$ 50,000	12
38	Building & Improvements				\$ 10,000	8
39	Land & Improvements					
40	Fees/Permits					
41	Property/Casualty Insurance				\$ 4,000	7
42	Liability Insurance				\$ 1,000	7
43	Utilities (Electric, Gas, Water, Waste)				\$ 5,000	5
44	Phone/Communications/Internet Connectivity				\$ 1,000	5
45	Student Furniture & Equipment				\$ 25,500	10
46	Office Furniture & Equipment				\$ 5,000	5
47	Student Technology Equipment				\$ 38,000	11
48	Office Technology Equipment				\$ 3,000	5
49	Other Leases (Security, Copiers, etc.)					
50	Loan Repayment					
51	Other					
52	Total Operations & Maintenance				\$ 150,000	
53	Total Expenditures				\$ 214,240	
54						
55	Total Start-up Revenues				\$ 235,000.00	
56						
57	Budget Balance (= Revenues - Expenditures)				\$ 20,760.00	

Arizona Agribusiness & Equine Center, Inc. - Mesa Campus
Assumptions for Start-Up Budget – August 2016

1. Based on total funds needed prior to opening and receiving funds on August 1. AAEC, Inc. has this amount and more in cash reserves to provide operating funding from inception to opening for the Mesa campus.
2. The annual salary for these positions is based on salaries of our other campuses. The FTE is for four months which we have found is sufficient to staff and furnish the campus prior to August 1.
3. Employee benefit taxes are based on 20% of salaries, which includes OASI, Medicare, ASRS contributions and LTD premiums, workers' compensation and unemployment insurance.
4. Employee medical insurance will be provided and is based on the current AAEC-provided single coverage of \$341 per month for four months for three employees.
5. Expense is based on new purchases or services for four months as needed based on historical trends at existing campuses. Current inventory of AAEC supplies and equipment at district would supplement when needed.
6. Amount of contracted special education consultation services is estimated to supplement existing AAEC staff that will assist with establishing fully compliant special education program at the Mesa campus.
7. Estimate of insurance expenses is pro-rata for four months, based on other campuses, which average \$15,000 annually per campus.
8. Synergy software is purchased through ETC Consortium and costs about \$500 per quarter for a small campus.
9. Estimated 10% portion of AAEC's overall annual marketing consultation and activities that totals \$50,000.
10. Student furniture and equipment is based on \$300 per student for the 85 expected students in year one.
11. Student Technology is based on creating a computer lab with 25 stations, server and cabling.
12. Building lease estimate is for a five year lease based on \$25/sq. ft. (including tenant improvements) for 6,000 sq. ft. for four months.

Arizona Agribusiness & Equine Center, Inc. - Mesa Campus
Assumptions for Three Year Budget – August 2016

1. Projected student counts are anticipated to be low at first, then slowly increase to the expected maximum of 165.
2. A conservative per student amount of \$6,800 is used. There is no expectation of Prop 123 monies in the budgets at this time.
3. The annual salary for these positions is based on salaries of our other campuses. The FTEs for teachers is based on the student count for each year.
4. Employee benefit taxes are based on 20% of salaries, which includes OASI, Medicare, ASRS contributions and LTD premiums, workers' compensation and unemployment insurance.
5. Employee medical insurance will be provided. The current AAEC-provided single coverage is \$341 per month. Year one anticipates an increase to \$350, year two \$375 and year three \$400.
6. Expense for purchases or services is based on historical trends at existing campuses.
7. Building lease estimate is for a five year lease based on \$25/sq. ft. (including tenant improvements) for 6,000 sq. ft.
8. AAEC, Inc. has this amount and more in cash reserves to provide operating funding as needed to ensure financial success in year one, and continuing years if needed.
9. Student technology is increased each year as student count increases, and the need for replacement units arises.

AGENDA ITEM: Academic Eligibility to Request Expansion in FY 2017

Issue

Consideration of revised academic eligibility requirements for expansion requests received by the Board in FY 2017.

Background

At its June 2016 meeting, the Board approved the Subcommittee's recommendation of aligning the Board's framework with state and federal accountability requirements. The revised framework requires that a charter holder's academic performance be evaluated by the Board when considering expansion requests and allows charter holder's to request expansion only if 75% or more of its schools eligible to receive an overall rating have a rating of "Meets Standard," "Above Standard" or "Exceeds Standard."

The revised framework uses two measures to calculate overall academic ratings, the A-F state accountability letter grades and state designations for school improvement. Senate Bill 1289 (2015) put a moratorium on A-F state accountability letter grades until FY 2018. Without letter grades, the Board will not calculate overall ratings in FY 2017. The Department of Education will however designate schools for school improvement based on student performance on the spring 2016 AzMerit administration. Board staff is proposing the Board use state designations for school improvement in FY 2017 to determine a charter holder's eligibility for expansion.

Academic Eligibility for Expansion

Until overall ratings are calculated in FY 2018, Board staff recommends using the rating for measure 1b of the framework to determine academic eligibility for expansion. Under this recommendation, state designations for school improvement made in FY 2017 will be used to calculate the rating. A charter holder may only request expansion in FY 2017 if 75% or more of its schools earn a "Meets Standard" on measure 1b (see table below).

State Designations for School Improvement

	1b. Is the school meeting performance expectations as set forth by state and federal accountability requirements?
	<i>Meets Standard:</i> <input type="checkbox"/> Not identified for improvement.
	<i>Does Not Meet Standard:</i> <input type="checkbox"/> Identified for improvement and/or targeted support.
	<i>Falls Far Below Standard:</i> <input type="checkbox"/> Identified for improvement and/or comprehensive support.

Board Options

Option 1: Staff recommends the following language: I move that the Board adopt revisions to the academic eligibility requirements for FY 2017 as presented to the Board today and found in the staff report for today's Board meeting.

Option 2: Staff recommends the following language: I move that the Board adopt revisions to the academic eligibility requirements for FY 2017 as presented to the Board today and found in the staff report for today's Board meeting with the modifications discussed (may require specific references depending upon whether clarification of discussion is needed).



EXPANSION AMENDMENTS

AUGUST 8, 2016

Amendments and Notifications

Amendments	Notifications
Make a material change to the charter contract	Notify the Board of a non-material change in the charter's operations
A Compliance Check will be conducted for each request	A Compliance Check may be conducted
Placed on the Board agenda	May be signed off by the Executive Director



Amendments and Notifications

Amendments	Notifications
Grade Level Change to Charter	Alternative Calendar
Enrollment Cap*	Charter Holder Governance
New School*	Charter Holder Location
Arizona Online Instruction (AOI)	Charter Representative
Charter Holder Status	School Closure
Charter Mission	School Governing Body
Instructional Days	School Name Change
Program of Instruction	School Location
Procurement Laws Exception	Site Specific Change in Grades Served
USFRCS Exception	

BOLDED AMENDMENTS ARE CONSIDERED EXPANSION REQUESTS.

*PREVIOUSLY CALLED NOTIFICATIONS.



Academic Eligibility for Expansion Requests

The expansion process is open to any Charter Holder if 75% or more of its schools eligible to receive an Overall Rating have an Overall Rating of “Meets Standard”, “Above Standard”, or “Exceeds Standard” in the most recent year.



Performance Standards

1a. A-F Letter Grade State Accountability*	1b. State Designation for School Improvement		
	Not Identified for Support	Identified for Improvement and/or Targeted Support	Identified for Improvement and/or Comprehensive Support
A	Exceeds Standard	Does Not Meet Standard	Falls Far Below Standard
B	Above Standard	Does Not Meet Standard	Falls Far Below Standard
C	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
D	Does Not Meet Standard	Does Not Meet Standard	Falls Far Below Standard
F	Falls Far Below Standard	Falls Far Below Standard	Falls Far Below Standard

*The State Board of Education is required to adopt appropriate achievement profiles for accommodation schools, alternative schools, and extremely small schools and may develop achievement profiles for AOI and others. If Letter Grades are not used, the metrics and targets will be aligned with state accountability profiles adopted by the SBE pursuant to A.R.S. § 15-241.02 (H).



Recommendation

Staff is recommending revisions to the submission requirements and evaluation criteria to correlate with the revised eligibility criteria for expansion requests.



New Submission Requirements

For all expansion requests, the following will be required:

- Enrollment Matrix
 - The Charter Holder will identify and justify three year enrollment projections
- Staffing Chart
 - The Charter Holder will identify an anticipated three year staffing plan
- Narrative Prompts
 - Clarifies existing prompts and requires a plan for implementation of the request



Revisions To Grade Level Change to Charter Amendment

➤ Curriculum Samples

- Charters in which one or more schools have not received an Overall Rating of “Exceeds Standard” or “Above Standard” will be required to provide a complete set of curriculum samples for each grade level being requested.
- Charters in which all schools have received an Overall Rating of “Exceeds Standard” or “Above Standard” will be waived from the curriculum sample requirement.



Revisions to the New School Amendment

- Identify and demonstrate a clear understanding of the target population.
- Describe how the school will provide a quality academic option or a unique program of instruction that is currently unavailable to the target population.
- Explain how the Charter Holder will manage all expenses prior to receiving the school's initial payment.



Administrative Completeness Criteria

- Administrative completeness criteria will be provided to Charter Holders as a checklist.
 - This checklist will be used by Board Staff in the administrative review.
- A request is administratively incomplete if any required item on the checklist is missing.
 - Administratively incomplete requests are closed.
 - Administratively complete requests continue to substantive review.



Substantive Completeness Criteria

- Substantive Completeness Criteria will be provided to Charter Holders as a checklist.
 - A required document or narrative prompt is evaluated as “acceptable” or “not acceptable”.
 - An “acceptable” narrative response:
 - Addresses every applicable part of the prompt;
 - Provides a clear and detailed response; and
 - Is consistent among the components of the request.
- If a submission is deemed substantively incomplete, a Charter Holder will have one opportunity to resubmit before the request is closed.



Staff Recommendation Criteria

- Staff has developed criteria by which it will determine whether or not a recommendation for approval will be made to the Board.
- The Staff Report for the request will include a chart identifying which criteria are satisfied, and the justification for each determination.
- A Charter Holder must fulfill all criteria to receive a staff recommendation for expansion.



Staff Recommendation Criteria

Grade Level Change (Increase Only)	Enrollment Cap (Increase Only)	New School
Charter has been in operation for three years	Charter has been in operation for three years	Charter has been in operation for three years
Rating of “Meets Operational Standard” in the most recent Fiscal Year	Rating of “Meets Operational Standard” in the most recent Fiscal Year	Rating of “Meets Operational Standard” in the most recent Fiscal Year
Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year	Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year	Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location; or	Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location; or	Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the target area; or
School(s) offers a unique program of instruction within a five mile radius of the school’s location	School(s) offers a unique program of instruction within a five mile radius of the school’s location	Proposed school offers a program of instruction unique to the target area
ADM is within 85% of current enrollment cap	ADM is within 85% of current enrollment cap	
Previous cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested	Past enrollment trends indicate need for increase within three years	



The Amendment Guide

- The Guide is a comprehensive document for Charter Holders that includes information about all components and requirements of the amendment process.
- Provides guidance about the requirements for attachments included in amendment requests (e.g. what must be included in Board Minutes, specifications for Facilities Documentation).
- Information about the purpose, requirements, instructions, and criteria will be included separately for each individual request.
- The Appendix will include a Terms to Know section, as well as templates/copies of required documents (e.g. Enrollment Matrix, Affidavit).



Grade Level Change to Charter Amendment Request

Purpose

The *Grade Level Change to Charter Amendment Request* is used to increase or decrease the grade levels the Charter Holder is approved to serve. The request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented before the beginning of a school year. If the school year has started or will start prior to the request being considered by the Board, an amendment request may not be submitted for implementation in the current fiscal year. A change in grades served is not effective until approved by the Board.

Determining Eligibility

To determine whether your charter is eligible to expand (**increase** grades served) using the Amendment Process, review the academic performance of the school(s) currently operated by the Charter Holder. The expansion process is open to any Charter Holder if 75% or more of its schools eligible to receive an Overall Rating have an Overall Rating of “Meets Standard”, “Above Standard”, or “Exceeds Standard” in the most recent year.

Any Charter Holder is eligible to submit a Grade Level Change to Charter Amendment Request to **decrease** the grade levels the Charter Holder is approved to serve.

Board Consideration

A substantively complete amendment request submitted by a Charter Holder that meets the eligibility criteria will be placed on the agenda of a regular Board meeting. A finding that the Charter Holder is not in compliance in one or more operational areas (see page XX of the Guide) may result in a delay in consideration of the request. The most current academic data will be provided to the Board for its consideration of the amendment request.

Staff Recommendation

A *Grade Level Change to Charter Amendment Request* will receive a staff recommendation *for* the expansion if the Charter Holder’s current data and performance demonstrates all of the following criteria.

Charter Holder has been in operation for three years;
Rating of “Meets Operational Standard” in the most recent Fiscal Year;
Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year;
Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested;
ADM is within 85% of current enrollment cap; and
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location,
OR
Each school offers a unique program of instruction within a five mile radius of the school’s location.

Instructions for the Request

The following instructions supersede the instructions listed in the upload area of the ASBCS Online system for the *Grade Level Change to Charter Amendment Request*. Work through the form, filling in all required fields and uploads (denoted by "*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

Form Fields

Field	Instructions
Current Grade Levels Served	Confirm that the <i>Current Grade Levels Served</i> accurately identifies the grade levels approved for the charter contract. If not, contact the Board office.
Add and/or Decrease Grade Levels*	Check the boxes of the grade levels the Charter Holder will serve.
Effective Date*	Enter the proposed first day of school for the new grade configuration.

Attachments

For further information regarding specific documentation requirements, see pages XX–XX of the Guide and the administrative and substantive completeness requirements found below.

Curriculum Samples

Charters in which **all** schools have received an Overall Rating of “Exceeds Standard” or “Above Standard” will not be required to submit curriculum samples.

Charters in which one or more schools **have not** received an Overall Rating of “Exceeds Standard” or “Above Standard” will be required to provide a complete set of curriculum samples for each grade to be added. (See page XX of the Guide for further instructions about curriculum samples.)

Upload curriculum samples for each grade level being requested, as described in the instructions on the Curriculum Sample Template, and in the Guide on page XX.

Board Minutes*

Upload evidence that the proposed change has been approved by the Charter Holder.

Narrative*

Upload a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how administrative, instructional, and non-instructional staff will be:
 - Recruited;
 - Hired; and

- Trained.
- If changes to staffing are not needed, provide an explanation.
- (Increase Only) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Adding Grades K–8 Only) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (Adding Grades 9–12 Only) Describe the following:
- Course offerings;
 - Process and criteria for awarding course credit;
 - Policy on acceptance of transfer credit; and
 - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
- (Decrease Only) Identify the number of students displaced by the decrease in grade levels.
- (Decrease Only) Describe the plan to communicate the decrease in grades to the school community.
- (Decrease Only) Describe the plan to provide displaced students assistance with the following:
- Identifying other educational options; and
 - Enrolling in another school.

Additional Information

Upload each of the following documents:

- (Increase Only) Enrollment Matrix
 - Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- (Increase Only) Staffing Chart
 - Complete for each school operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.

Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with ASBCS
- Narrative, addressing all prompts
- Completed Enrollment Matrix for each school operated by the Charter Holder
- Completed Staffing Chart for each school operated by the Charter Holder

Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Evaluation	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form
Rationale (Narrative—Increase and Decrease)	Description includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Rationale for increase or decrease in grade levels; and <input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Chart (Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> Completed Staffing Chart(s) is/are provided for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) include a leadership section for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Plan (Narrative—Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> Plan describes changes to instructional, non-instructional, and administrative staff in the Staffing Chart(s). <input type="checkbox"/> Staffing, enrollment, and target population needs are addressed by the following processes: <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment; <input type="checkbox"/> Hiring; and <input type="checkbox"/> Training. <input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes. <input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.
Enrollment Matrix (Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> An Enrollment Matrix is completed for the current and subsequent three Fiscal Years for each school operated by the Charter Holder. <input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.

<p>Enrollment Justification (Narrative—Increase Only)</p>	<p>Justification for each Enrollment Matrix includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for meeting each year’s enrollment targets <input type="checkbox"/> Necessary advertising and/or promotion (if applicable) <input type="checkbox"/> Number of returning students <input type="checkbox"/> Anticipated new student enrollment <p><input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p>Resources (Narrative—Increase Only)</p>	<p>Concrete resources are identified for the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum; and/or <input type="checkbox"/> Assessment; and/or <input type="checkbox"/> Instruction. <p><input type="checkbox"/> Rationale includes why these resources are needed, or why additional resources are not needed to implement the request.</p> <p><input type="checkbox"/> Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p>Clear Criteria for Promotion (Narrative—Adding Grades K–8)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear criteria for promotion from one grade level to the next <ul style="list-style-type: none"> <input type="checkbox"/> Level of proficiency students must obtain to demonstrate mastery of academic core content.
<p>Courses (Narrative—Adding Grades 9–12)</p>	<p>Narrative describes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course Offerings; <input type="checkbox"/> Process and criteria for awarding course credit; <input type="checkbox"/> Policy on acceptance of transfer credit; and <input type="checkbox"/> Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
<p>Student Displacement (Narrative—Decrease Only)</p>	<p><input type="checkbox"/> Narrative identifies the number of students displaced by the decrease in grade levels.</p>
<p>Communication Plan (Narrative—Decrease Only)</p>	<p><input type="checkbox"/> Narrative includes a description of the Charter Holder’s plan to communicate the decrease in grade levels to the school community.</p>

Assistance for
Displaced Students
(Narrative—Decrease
Only)

Narrative includes a description of how the Charter Holder will assist displaced students with the following:

- Identifying other options; and
- Enrolling in another school.

DRAFT

Enrollment Cap Amendment Request

Purpose

The *Enrollment Cap Amendment Request* is used to increase or decrease the number of students the Charter Holder may serve at its school(s). The request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented according to the ADE School Finance Policy SF-0001—Charter Enrollment Cap Amendments. An enrollment cap is not effective until approved by the Board.

Determining Eligibility

To determine whether your charter is eligible to expand (**increase** the Enrollment Cap) using the Amendment Process, review the academic performance of the school(s) currently operated by the Charter Holder. The expansion process is open to any Charter Holder if 75% or more of its schools eligible to receive an Overall Rating have an Overall Rating of “Meets Standard”, “Above Standard”, or “Exceeds Standard” in the most recent year.

An eligible Charter Holder may submit an Enrollment Cap Amendment Request for up to three fiscal years of projected student enrollment.

Any Charter Holder is eligible to submit an Enrollment Cap Amendment Request to **decrease** the number of students served.

Board Consideration

A substantively complete amendment request submitted by a Charter Holder that meets the eligibility criteria will be placed on the agenda of a regular Board meeting. A finding that the Charter Holder is not in compliance in one or more operational areas (see page XX of the Guide) may result in a delay in consideration of the request. The most current academic data will be provided to the Board for its consideration of the amendment request.

Staff Recommendation

An *Enrollment Cap Amendment Request* will receive a staff recommendation *for* the expansion if the Charter Holder’s current data and performance demonstrates all of the following criteria.

Charter Holder has been in operation for three years;
Rating of “Meets Operational Standard” in the most recent Fiscal Year;
Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year;
Past enrollment trends indicate need for increase within three years;
ADM is within 85% of current enrollment cap; and
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location;
OR
School(s) offers a unique program of instruction within a five mile radius of the school’s location.

Instructions for the Request

The following instructions supersede the instructions listed in the upload area of the ASBCS Online system for the *Enrollment Cap Amendment Request*. Work through the form, filling in all required fields and uploads (denoted by "*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

Form Fields

Field	Instructions
From	Confirm that the From field accurately identifies the Enrollment Cap approved for the charter contract. If not, contact the Board office.
To*	Enter the Enrollment Cap being requested, ensuring it is supported by the documented capacity of the facility/facilities identified.

Attachments

For further information regarding specific documentation requirements, see pages XX–XX of the Guide and the substantive requirements found on pages XX-XX.

Board Minutes*

Upload evidence that the proposed change has been approved by the Charter Holder.

Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and/or**
- A current Fire Marshal’s Inspection Report.
- If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.

Narrative*

Upload a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how administrative, instructional, and non-instructional staff will be:
 - Recruited,
 - Hired, and
 - Trained.
- If changes to staffing are not needed, provide an explanation.

- (Increase Only) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.

Additional Information

Upload each of the following documents:

- (Increase Only) Enrollment Matrix
 - Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- (Increase Only) Staffing Chart
 - Complete for each school operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.

Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with ASBCS
- Occupancy Documentation
 - Certificate of Occupancy, approved for educational use, **and/or**
 - Current Fire Marshal’s report, approved for educational use.
- Narrative, addressing all prompts
- Completed Enrollment Matrix for each school operated by the Charter Holder
- Completed Staffing Chart for each school operated by the Charter Holder

Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form
Occupancy Documentation (Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> Most recent Certificate of Occupancy; and/or Fire Marshal’s Inspection Report. <input type="checkbox"/> If neither displays occupancy, additional documentation to demonstrate capacity. Description included of how the space is sufficient for the number of students requested. Hand-drawn images will not be accepted.

<p>Rationale (Narrative)</p>	<p>Description includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rationale for increase or decrease in enrollment cap; and <input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
<p>Staffing Chart (Increase Only)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completed Staffing Chart(s) is/are provided for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) include a leadership section for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
<p>Staffing Plan (Narrative—Increase Only)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Plan describes changes to instructional, non-instructional, and administrative staff in the Staffing Chart(s). <input type="checkbox"/> Staffing, enrollment, and target population needs are addressed by the following processes: <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment; <input type="checkbox"/> Hiring; and <input type="checkbox"/> Training. <input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes. <input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.
<p>Enrollment Matrix (Increase Only)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An Enrollment Matrix is completed for current and subsequent three Fiscal Years for each school operated by the Charter Holder. <input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.
<p>Enrollment Justification (Narrative—Increase Only)</p>	<p>Justification for each Enrollment Matrix includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for meeting each year’s enrollment targets <input type="checkbox"/> Necessary advertising and/or promotion (if applicable) <input type="checkbox"/> Number of returning students <input type="checkbox"/> Anticipated new student enrollment <p><input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>

Resources (Narrative—
Increase Only)

Concrete resources are identified for the following areas:

- Curriculum; and/or
- Assessment; and/or
- Instruction.
- Rationale includes why these resources are needed, or why additional resources are not needed to implement the request.
- Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.

DRAFT

New School Amendment Request

Purpose

The *New School Amendment Request* is used to add a new charter school to the existing contract. The request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented before the beginning of a school year. If the school year has started or will start prior to the request being considered by the Board, an amendment request may not be submitted for implementation in the current fiscal year. The addition of a new school is not effective until approved by the Board.

Determining Eligibility

To determine whether your charter is eligible to expand using the Amendment Process, review the academic performance of the school(s) currently operated by the Charter Holder. The expansion process is open to any Charter Holder if 75% or more of its schools eligible to receive an Overall Rating have an Overall Rating of "Meets Standard", "Above Standard", or "Exceeds Standard" in the most recent year.

Board Consideration

A substantively complete amendment request submitted by a Charter Holder that meets the eligibility criteria will be placed on the agenda of a regular Board meeting. A finding that the Charter Holder is not in compliance in one or more operational areas (see page XX of the Guide) may result in a delay in consideration of the request. The most current academic data will be provided to the Board for its consideration of the amendment request.

Staff Recommendation

A *New School Amendment Request* will receive a staff recommendation for the expansion if the Charter Holder's current data and performance demonstrates all of the following criteria.

Charter Holder has been in operation for three years;
Rating of "Meets Operational Standard" in the most recent Fiscal Year;
Rating of "Meets Financial Performance Standard" in the most recent Fiscal Year; and
Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school's location,
OR
Proposed school offers a unique program of instruction within a five mile radius of the target area.

Instructions for the Request

The following instructions supersede the instructions listed in the upload area of the ASBCS Online system for the *New School Amendment Request*. Work through the form, filling in all required fields and uploads (denoted by "*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

Form Fields

Field	Instructions
Name of School*	Enter the name of the new school.
Grade levels to be served*	Check the boxes for the grades to be served by the new school. The grades must be currently approved for the charter.
First day of Operation*	Enter the proposed first day of school for the new school.
Physical Address*	Enter the street address of the new school.
Physical Phone Number*	Enter the telephone number of the new school.
Physical Fax Number	Enter the fax number of the new school, if applicable.
Mailing Address*	Enter the mailing address of the new school. If same as the physical address, check the box.
Mailing Phone Number*	Enter the telephone number of the Charter Holder.
Mailing Fax Number	Enter the fax number of the Charter Holder.

Attachments

For further information regarding specific documentation requirements, see pages XX–XX of the Amendment Guide for Charter Holders (“Guide”) and the administrative and substantive completeness requirements below.

Board Minutes*

Upload evidence that the proposed change has been approved by the Charter Holder.

Occupancy Documentation*

For the proposed facility, clearly label and provide the following documents in the upload area:

- A Certificate of Occupancy, approved for educational use, **and**
- A current Fire Marshal’s Inspection Report, approved for educational use.
- If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report do not list the capacity load of the facility, provide additional documentation (e.g. floor plans with classroom square footage, architectural drawings clearly indicating internal building dimensions) to document capacity. Hand-drawn images will not be accepted.
- If a Certificate of Occupancy and/or Fire Marshal’s Report are not available at the time of submission, an *Occupancy Compliance Assurance and Understanding* form, signed by a charter representative, may be submitted in its place.

Lease Agreement, Proof of Purchase, or Builder Contract*

For the proposed facility, upload a scanned copy of the appropriate documentation.

Fingerprint Clearance Card*

Upload a scanned copy of both sides of the valid fingerprint clearance card issued by the Arizona Department of Public Safety for the school site administrator.

Copy of Current Liability Insurance Coverage*

Upload the appropriate documentation, which must identify the Charter Holder requesting expansion.

Narrative*

Upload a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how administrative, instructional, and non-instructional staff will be:
 - Recruited;
 - Hired; and
 - Trained.
- If changes to staffing are not needed, provide an explanation.
- Identify the target population of the proposed school, and demonstrate a clear understanding of the following:
 - The students the proposed school intends to serve;
 - How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
 - Whether the students will be primarily neighborhood or commuter;
 - A demographic profile of the population;
 - Current levels of academic performance; and
 - Needs not currently met for the target population.
- Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population.
- Identify the number of instructional days the school will be in session.
- Provide a detailed description of how the Charter Holder will meet the enrollment targets identified in each Enrollment Matrix submitted. Include:
 - A description of the market analysis that supports the successful enrollment of the projected student count.
 - The timeline for enrollment at the proposed school, and how it will be communicated to the public.

- Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- The first payment for a school year is not distributed until August 1st of the Fiscal Year. Explain how the Charter Holder will manage all expenses, including, but not limited to, those already identified in the staffing and resource components of the narrative, prior to receiving this initial payment.

Additional Information

Upload each of the following documents:

- Enrollment Matrix*
 - Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the proposed school for its first three years.
- Staffing Chart*
 - Complete for each school operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years. Additionally, complete the chart for the proposed school in its first three Fiscal Years.
- Financial Documentation (Only for Charter Holders **not meeting** the Financial Performance Eligibility Requirements—see page XX of The Guide):
 - Upload the financial performance response as described in Appendix C of the FPPG;
 - A start-up budget;
 - First-year operational budget; and
 - Budget assumptions for the new school.

Administrative Completeness Review

An administratively complete request includes:

- Board Minutes
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with ASBCS
- Occupancy Documentation
 - Certificate of Occupancy and current Fire Marshal’s report, both approved for educational use; OR
 - Completed Occupancy Compliance and Understanding Form that is signed and dated by the Charter Representative
- Lease agreement, proof of purchase, or builder contract for facility
- Copy of Fingerprint Clearance Card for school administrator (both sides)
- Copy of liability insurance coverage
- Narrative, addressing all prompts
- Completed Enrollment Matrix for each school operated by the Charter Holder
- Completed Staffing Chart for each school operated by the Charter Holder
- Financial Documentation (if applicable)
 - Financial Performance Response
 - Start-up budget
 - First-year operational budget

Budget assumptions

Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criteria (if applicable) will either be deemed acceptable or not acceptable.

Review	Criteria
Board Minutes	<p>Board Minutes that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form.
Occupancy Documentation	<ul style="list-style-type: none"> <input type="checkbox"/> The Certificate of Occupancy; and/or Fire Marshal’s Inspection Report for the proposed school. <input type="checkbox"/> If neither displays occupancy, additional documentation to demonstrate capacity that is in alignment with the Charter Holder’s enrollment cap. <input type="checkbox"/> If the Certificate of Occupancy and/or Fire Marshal’s Inspection Report are not available at time of submission, an Occupancy Compliance Assurance and Understanding Form signed by the Charter Representative is submitted.
Lease Agreement, Proof of Purchase, or Builder Contract	<ul style="list-style-type: none"> <input type="checkbox"/> Documentation demonstrates an agreement for the proposed facility.
Liability Insurance Coverage	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of current insurance policy with Charter Holder’s name as policyholder/insured.
Fingerprint Clearance Card	<ul style="list-style-type: none"> <input type="checkbox"/> Valid FCC for school administrator that does not expire within the 60 days after the submission of the amendment request.
Rationale (Narrative)	<p>Description includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rationale for adding a new school; and <input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Chart	<ul style="list-style-type: none"> <input type="checkbox"/> Completed Staffing Charts are provided for the school(s) operated by the Charter Holder and the proposed school. <input type="checkbox"/> Staffing Charts include a leadership section for the school(s) operated by the Charter Holder and the proposed school. <input type="checkbox"/> Staffing Charts are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.

<p>Staffing Plan (Narrative)</p>	<p><input type="checkbox"/> Plan describes changes to instructional, non-instructional, and administrative staff in the Staffing Charts.</p> <p><input type="checkbox"/> Staffing, enrollment, and target population needs are addressed by the following processes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment; <input type="checkbox"/> Hiring; and <input type="checkbox"/> Training. <p><input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes.</p> <p><input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.</p>
<p>Target Population (Narrative)</p>	<p>Response includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of the target population; <input type="checkbox"/> How the target population is similar to, or different from, the current population served by the charter; and <input type="checkbox"/> Whether the population will be primarily neighborhood or commuter students. <p>Response provides the target population's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demographic profile; <input type="checkbox"/> Current levels of academic performance (e.g. AzMERIT information and letter grades); and <input type="checkbox"/> Needs not currently met. <p><input type="checkbox"/> Target population information is consistent with information contained in all other applicable narrative prompts and accompanying attachments.</p>
<p>Quality Option or Unique Program of Instruction (Narrative)</p>	<p>Description includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason(s) the school provides a quality academic option; or <input type="checkbox"/> Reason(s) the school provides a unique program of instruction. <ul style="list-style-type: none"> <input type="checkbox"/> If both apply, both have been addressed. <input type="checkbox"/> How these reasons meet the needs of the target population. <p><input type="checkbox"/> Description is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p>Instructional Days (Narrative)</p>	<p><input type="checkbox"/> The number of instructional days is identified.</p>

<p>Enrollment Matrix</p>	<ul style="list-style-type: none"> <input type="checkbox"/> An Enrollment Matrix is completed for the current and subsequent three Fiscal Years for each school operated by the Charter Holder, as well as for the proposed school. <input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.
<p>Enrollment Targets (Narrative)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Description of enrollment is consistent with the targets identified in each Enrollment Matrix submitted. <p>Description includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan for meeting targets; and <input type="checkbox"/> Necessary advertising and/or promotion to meet the targets. <ul style="list-style-type: none"> <input type="checkbox"/> Description of the market analysis, to include the following: <ul style="list-style-type: none"> <input type="checkbox"/> Other educational options available to students in the target area; <input type="checkbox"/> An explanation of need for the school; and <input type="checkbox"/> Factual data to support the need. <input type="checkbox"/> Timeline for enrollment at the proposed school is included and explains how it will be communicated to the public. <input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.
<p>Resources (Narrative)</p>	<p>Concrete resources are identified for the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum; and/or <input type="checkbox"/> Assessment; and/or <input type="checkbox"/> Instruction. <input type="checkbox"/> Rationale includes why these resources are needed, or why additional resources are not needed to implement the request. <input type="checkbox"/> Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.
<p>Management of Expenses (Narrative)</p>	<p>A viable and adequate plan for managing all initial expenses, to include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting, hiring, and training employees (if applicable) <input type="checkbox"/> Advertising and/or promoting the school (if applicable) <input type="checkbox"/> Enrolling students (if applicable) <input type="checkbox"/> Purchase of concrete resources (if applicable) <input type="checkbox"/> Facilities (if applicable) <input type="checkbox"/> Other items as indicated by the request (if applicable)

	<input type="checkbox"/> Expense Plan is consistent with information contained in all applicable narrative prompts and accompanying attachments.
Financial Documentation (if applicable)	<input type="checkbox"/> Financial Performance Response (If applicable) <input type="checkbox"/> Start-up Budget (If applicable) <ul style="list-style-type: none"><input type="checkbox"/> Ensures revenues cover expenses <input type="checkbox"/> First-Year Operational Budget (If applicable) <ul style="list-style-type: none"><input type="checkbox"/> Lists expenditures to cover all expenses described in the request<input type="checkbox"/> Ensures revenues cover expenses <input type="checkbox"/> Budget Assumptions (If applicable) <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate through the assumptions that the amounts listed for each budget are viable and adequate.

DRAFT

AGENDA ITEM: Proposed Administrative Completeness Review Process for School Improvement Plans

Issue

Consideration of the Academic Performance Framework Subcommittee's recommendation to develop a process for reviewing improvement plans to ensure charter holders are complying with A.R.S. § 15-241.02 and the submission requirements provided by the Arizona Department of Education (ADE).

Background

Pursuant to A.R.S. § 15-241.02, within 90 days of receiving a "D" letter grade, a Charter Holder shall submit a copy of its improvement plan to its sponsor. In addition, ADE annually identifies schools in "improvement status" that demonstrate low academic performance and are also required to submit improvement plans. This includes schools identified for improvement and/or Targeted or Comprehensive Support, and schools receiving an "F" letter grade.

At its June, 2016 meeting, the Academic Performance Framework Subcommittee recommended that Board staff develop criteria to confirm whether an improvement plan submitted to ADE contains all of the required components provided in the guidance from ADE. Board staff has developed criteria based on the guidance from ADE to determine if an improvement plan is administratively complete

Administrative Completeness Review Criteria

The list below describes the proposed criteria for determining if an improvement plan is administratively complete and includes the required components of an improvement plan.

An administratively complete school improvement plan must contain:

1. All required goals as described in ADE's "Schools in Improvement Status Required Goals Template 2016-2017" document.
2. Each goal must be written in SMART format (strategic, measureable, attainable, results-based, and time-bound).
3. Each goal must have strategies that are systematic and organized.
4. For each strategy within a goal, it must have action steps that are goal-based, logical, and research or evidence based.
5. All 7 turnaround principles (*only applicable for schools receiving support*)

Reviews will be conducted within 30 business days of submission and deficiencies will be reported to the Charter Holder. A Charter Holder will have 10 business days from their notification to revise their improvement plan.

If the plan is not received by the Board by the specified deadline or is not in compliance with ADE requirements, the Charter Holder will appear before the Board for consideration of corrective action. The Charter Holder shall be provided the opportunity to respond to allegations of non-compliance at a public meeting before the Board makes a final determination.

In addition to reviewing the improvement plans, Board staff will also ensure the Charter Holder has provided the Board evidence of the notification provided to parents in accordance with A.R.S. § 15-241.02 (C).

Timeline for the Improvement Plan Process

The table below provides an overview of the implementation stages of the process and their timeframes.

Timeframe	Process Stage
Early September	ASBCS will conduct an Improvement Plan Workshop.
Date determined by ADE	Improvement Plans due to the Board and ADE.
In October or November	Charter Holder will provide evidence of the notification provided to parents in accordance with 15-241.02 (C) and present their improvement plan at the Board’s Meeting.
Within 30 business days of submission	<p>The improvement plan will be reviewed for administrative completeness to confirm whether it contains all components required by statute, rule and ADE guidance.</p> <p>Notifications will be sent to the charter holders on a rolling basis.</p> <p>If <u>incomplete</u>, notification will identify deficiencies and require charter holder to resubmit within 10 business days of notification.</p> <p>If <u>complete</u>, the charter holder will have no further requirements from the Board as it relates to the submission of an improvement plan to ADE that contains all the required components.</p>
Within 15 business days of submission	Improvement plans that have been resubmitted to achieve completeness status will be reviewed as before.
December	Report to the Board the status of the improvement plans and review process.

Board Options

Option 1: I move to approve the Administrative Completeness Review Process for Improvement Plans recommended by the Academic Performance Framework Subcommittee and included in this staff report.

Option 2: I move to approve the process as presented with the incorporation of the modifications discussed (provide specific information as necessary).

Option 3: Request the Subcommittee further consider modifications to the process related to (provide a specific charge for the Subcommittee) and bring a recommendation back to the full Board.



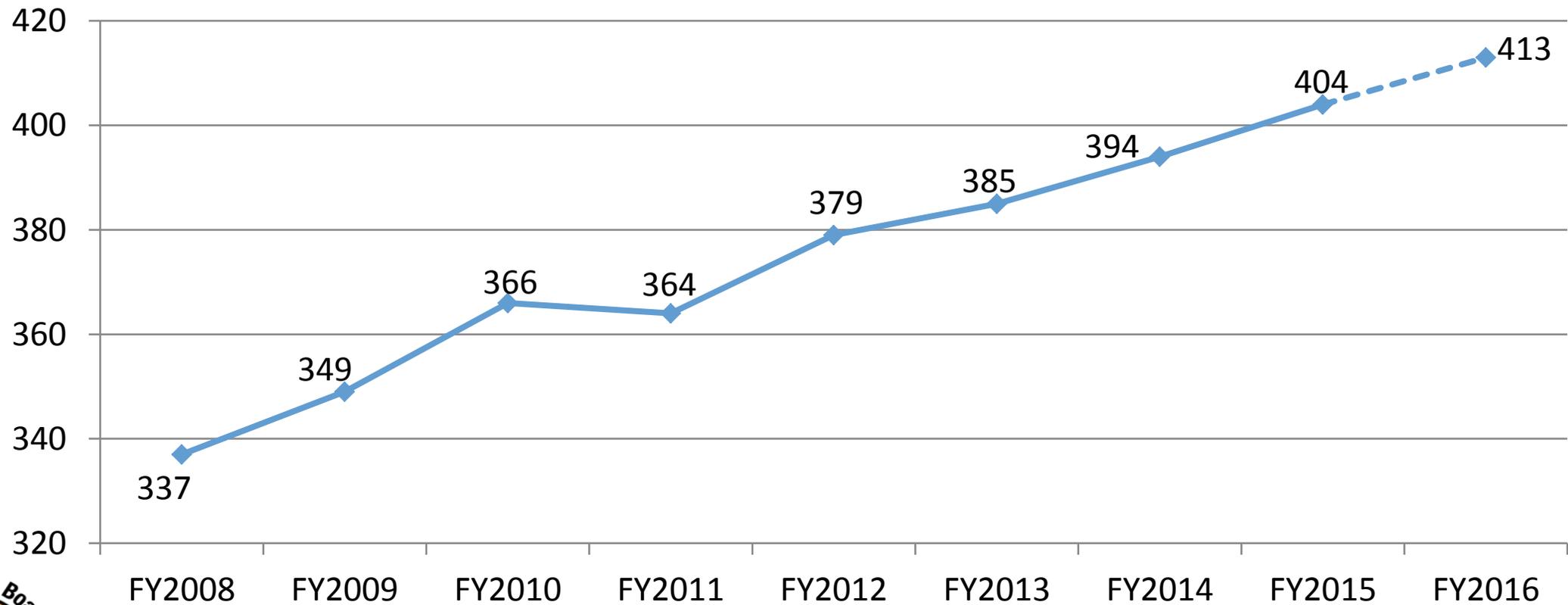


Operational Trends from Annual Audits

ASBCS BOARD MEETING

AUGUST 8, 2016

Audits: Actuals & FY16 Projection



Audit & Compliance Questionnaire Follow-up Matrix

➤ Adopted in 2003

- Guides staff's review of audits and staff's follow-up with charter holders on issues identified through audits
- Classifies issues into three categories – minimal impact, medium impact and serious impact findings

➤ Amended in 2008

- Addresses consequences for “second time” or “third time” an issue is identified through audit that the first time required a corrective action plan
 - Expansion request amendment hold implemented



Audit Review & Follow-up

- All Audits Reviewed Pursuant to Rule and Matrix
 - Charter holder receives a letter after audit has been reviewed
 - Depending on “impact” of issues identified, the letter may:
 - Indicate the charter holder should work towards correcting the issues and that staff will monitor for repeated issues in the next audit (“minimal impact findings”);
 - Indicate the audit included repeated issues that had not been addressed from prior year’s audit (“repeated minimal impact findings”);
 - Require submission of a corrective action plan (CAP) (“medium impact findings”); and/or
 - State the charter holder will be placed on an upcoming Board agenda for possible disciplinary action (“serious impact findings”).



Audit CAP Data (FY08 – FY15) Trends

- Based on Data Included on Next Slide:
 - Even with the number of charter audits increasing, there has generally been an annual decline in the number of audit CAP issues identified
 - Last three years have seen a small number of charter holders accounting for a large percentage of the audit CAP issues identified
 - After multi-year spike, number of “no CAP” issues returned to FY08 levels
 - If audit firm indicates in audit that an issue that would normally require a CAP has been corrected subsequent to the testing date, then a CAP is not required. The “no CAP” issue is tracked and becomes part of the charter holder’s compliance history.



Audit CAP Data (FY08 – FY15)

	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
# of Audits Reviewed	337	349	366	364	379	385	394	404
# of CAP Issues	118	110	79	71	107	57	55	47
# of Charters Holders with CAP Requirement	91	76	63	59	67	33	34	36
% of Charter Holders with CAP Requirement	27%	21.8%	17.2%	16.2%	17.7%	8.6%	8.6%	8.9%
# of Charter Holders with 3+ CAP Issues [% of Total CAP Issues]	6 [18.6%]	8 [23.6%]	4 [19%]	3 [12.7%]	8 [34.6%]	8 [50.9%]	7 [45.5%]	3 [23.4%]
# of “No CAP” Issues	13	12	33	32	36	33	14	11



Repeat CAP Issue Trends

➤ Board's Audit Matrix

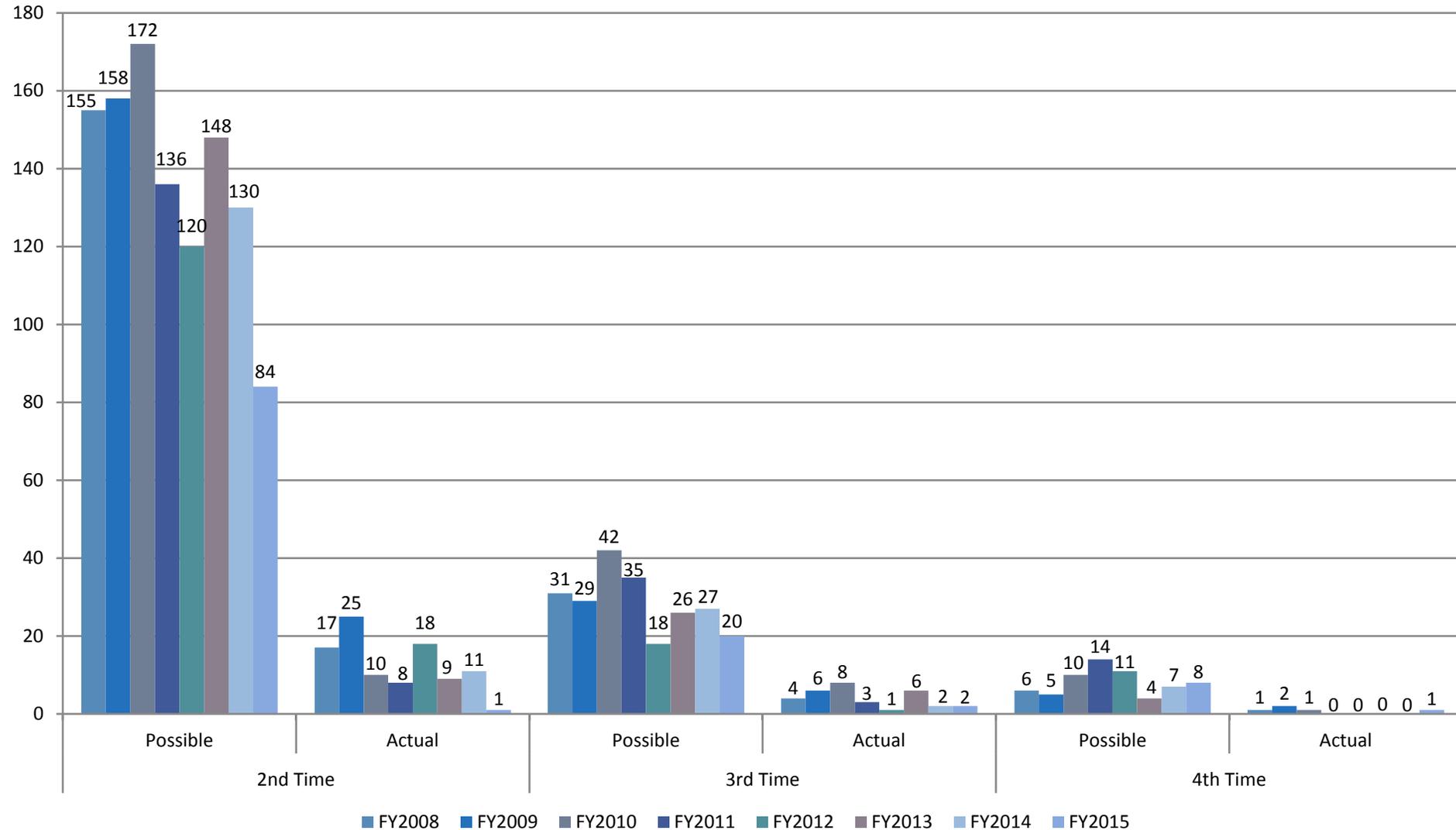
- After CAP issue is identified in audit, charter holder must have two “clean” audits to avoid having issue classified as “second time” or “third time”.

➤ Chart Included on Next Slide

- Reflects # of CAP issues identified, not # of charter holders
- Puts actual number of 2nd time, 3rd time and 4th time issues identified through audits in context by comparing it to possible number
- Shows Board's policy and charter holders' efforts have generally been effective in addressing CAP issues and avoiding subsequent violations



Possible vs. Actual Repeat CAP Issues



Top 5 Audit CAP Compliance Issues

FISCAL YEAR 2015

1. Fingerprinting (18)
2. Classroom Site Fund (8)
3. Fiscal Matters (5)
Internal Controls (5)
5. Attendance Record Retention (4)
Audit Opinion (4)

FISCAL YEAR 2008

1. Classroom Site Fund (35)
Internal Controls (35)
3. Fingerprinting (19)
4. Taxes (10)
5. Audit Opinion (5)



A list of the audit issues that require the submission of a corrective action plan may be found in Appendix B of the Board's *Operational Performance Framework and Guidance*.

Repeated Minimal Impact Findings

- ❖ Chart at right represents the percentage of the Board's portfolio with one or more repeated minimal impact findings for fiscal years 2008 through 2015
- ❖ Number of repeated minimal impact findings range from a low of 34 in fiscal year 2015 to a high of 136 in fiscal year 2012
- ❖ 64.6% of repeated minimal impact findings addressed after being identified in 2 consecutive audits
- ❖ 80.9% of repeated minimal impact findings addressed after being identified in 3 consecutive audits

