Blueprint Education, Inc. - Entity ID 81041

Schools: Blueprint High School, Hope High School, Hope High School Online

Issue

Hope High School, a school operated by Blueprint Education, Inc., was assigned an F letter grade by the Arizona Department of Education based on its academic performance during the 2013-2014 school year. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

Background Information

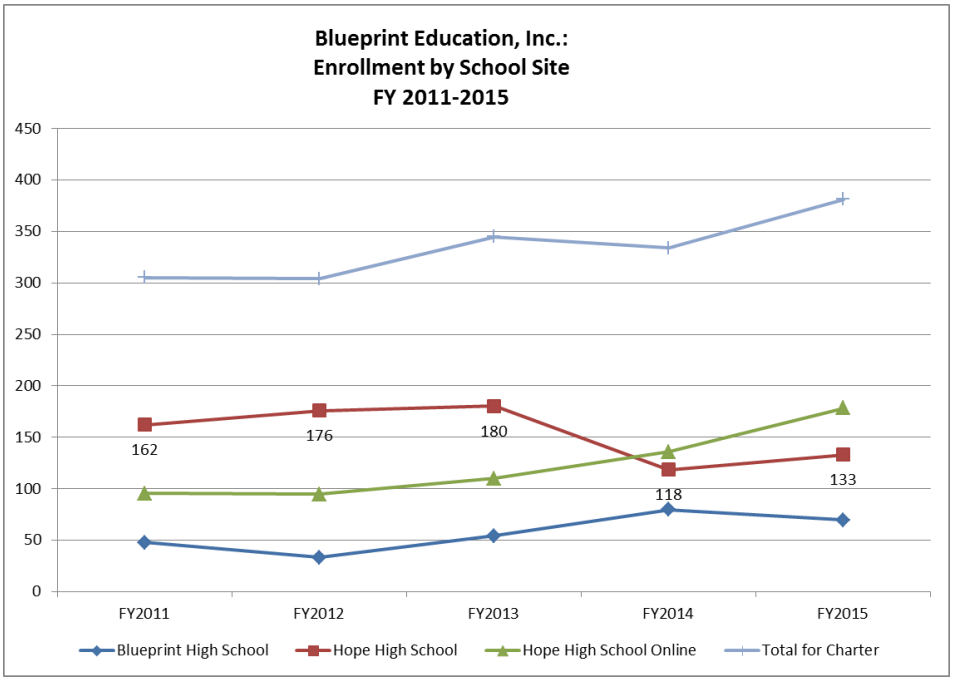
In FY2012, Hope High School received an Overall Rating of 53.75 (Does Not Meet) and a letter grade of D-ALT. In FY2013, the school received an Overall Rating of 61.25 (Does Not Meet) and a letter grade of D-ALT. In FY2014, the school received an Overall Rating of 49.58 (Does Not Meet) and a letter grade of F.

On October 2, 2014, the Arizona Department of Education (ADE) notified the Board of the F letter grade status (failing level of performance) of Hope High School (portfolio: b. Notifications, i. Notification of Charters with F Letter Grade for the 2014-2015 SY). Pursuant to A.R.S. § 15-241(U), if a charter school is assigned a letter grade of F, the ADE shall immediately notify the charter school's sponsor. The charter school's sponsor shall either take action to restore the charter school to acceptable performance or revoke the charter school's charter.

I. Profile

Blueprint Education, Inc. currently has three school sites serving grades 9-12 open under this charter: Blueprint High School located in Chandler; Hope High School located in Phoenix; and Hope High School Online[1] located in Glendale.

The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015, as well as for each school site.



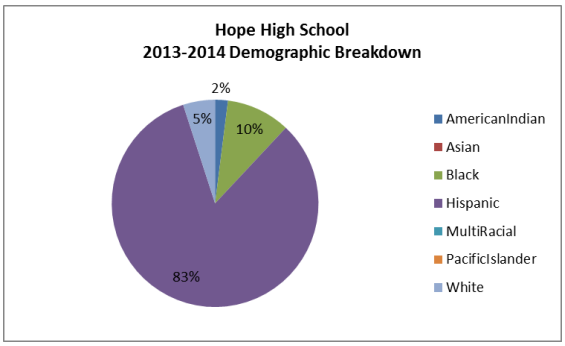
[1] The school is currently serving students in grades 7 – 12, but the Charter Holder has not submitted a Site Specific Change in Grades Served Notification Request to the Board; the school site is currently authorized to serve students in grades 9 – 12.

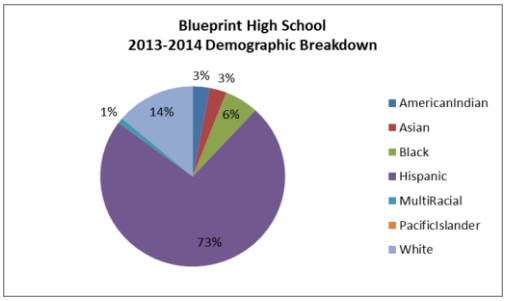
The academic performance of all schools operated by Blueprint Education, Inc. is represented in the table below. Academic dashboards for each school can be seen in the portfolio: f. Academic Dashboards, i. Academic Dashboard - Hope High School, ii. Academic Dashboard - Blueprint High School, and iii. Academic Dashboard - Hope High School Online). Mark French, the Charter Representative, stated that because of the Charter Holder's continued poor performance, in March 2014, the board of Blueprint Education, Inc. selected him as the CEO. The Charter Representative further stated that because of the Charter Holder's continued poor performance he hired new principals for each school site in the summer of 2014 (Hope High School in June 2014, Blueprint High School in July 2014, and Hope High School Online in August 2014) and implemented a new improvement plan beginning in the summer of 2014.

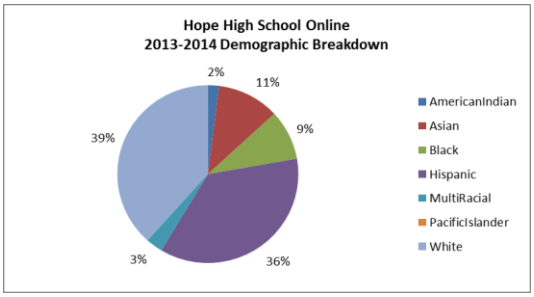
School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Blueprint High School	08/2009	9-12	52.5/B-ALT	56.25/D-ALT	54.38/C-ALT
Hope High School	09/2003	9-12	53.75/ D-ALT	61.25/D-ALT	49.58/F
Hope High School Online	08/2003	7-12	62.5/D-ALT	56.58/NR	43.75/NR

The website for Hope High School states that the school welcomes all high school students that seek a small, self-paced learning environment. The website notes that students will focus their goals on education and career preparation, community and service orientation, home and family relationships, hobbies and recreation. The website also states that the school provides flexible individualized learning plans, open enrollment for all area high school students, choice of small school setting, courses aligned to Arizona Standards, instruction in online and print-based courses, structured classroom setting, effective student – AZ High Qualified teacher relationships, and the choice of two diploma programs.

The demographic data for Hope High School, Blueprint High School, and Hope High School Online from the 2013-2014 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 2013-2014 school year is represented in the table below. [3]

Category	Hope High School	Hope High School Online	Blueprint High School
Free and Reduced Lunch (FRL)	61%	*	81%
English Language Learners (ELLs)	6%	*	*
Special Education (SPED)	13%	5%	23%

II. Additional School Choices

Hope High School is located in southwest Phoenix near 75th Avenue and Lower Buckeye Road. The following information identifies additional schools within a 5 mile radius of the school and the academic performance of those schools.

There are two alternative high schools within a 5 mile radius of Hope High School. Both are charter schools. The table below provides a breakdown of those schools.

Letter Grade	Overall Rating	% FRL	% ELL	% SPED
B - ALT	Meets	89%	1%	7%
D - ALT	Does Not Meet	89%	8%	9%

III. Timeline of Activities

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

March 6, 2013 Blueprint Education, Inc. was notified of the requirement to submit a Performance Management Plan (PMP) as part of a five-year interval review of the charter.

April 18, 2013 Blueprint Education, Inc. timely submitted a PMP to the Board.

October 15, 2014 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 (DSP) and Financial Performance Response as a requirement for a failing school that does not meet the Board's academic performance expectations (portfolio: b. Notifications, ii. F School Notification – Action Required). 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.

November 14, 2014 The Charter Holder timely submitted a DSP Report (portfolio: g. Demonstration of Sufficient Progress Report) and Financial Performance Response (portfolio: h. Financial Performance Response) to the Board.

[3] Information provided by the Research and Evaluation Division of the ADE. Information for FRL and ELL subgroups was redacted because the percentage of students in a non-ethnicity-based demographic group is redacted when the percentage is either 0% or 100%.

November 17, 2014 Board staff sent an email to the charter representative (portfolio: b. Notifications, iii. F School DSP Site Visit Notification) which provided information about the site visit date and how to prepare for the site visit.

November 21, 2014 Board staff sent an email to the charter representative (portfolio: b. Notifications, iv. Failing School DSP Report and Initial Evaluation and Site Visit) which confirmed the site visit date and provided the initial evaluation of the DSP submitted on November 14, 2014.

December 5, 2014 Board staff conducted the site visit to confirm the documentation presented in the DSP Report and review additional information to be considered in the final evaluation of the Charter Holder's DSP submission.

IV. Demonstration of Sufficient Progress

The following representatives of Blueprint Education, Inc. were present at the site visit:

Name	Role
Krissyn Sumare	Principal of Hope High School/ Leadership Team
Mark French	CEO of Blueprint Education
Tami Shaw	Curriculum Coordinator
Erin Horn	Principal Hope High School Online/ Leadership Team
Bob Rodenbaugh	Principal Blueprint High School/ Leadership Team
Rodney James	Data Analyst
Marmy Kodras	Director of Operations

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: c. Inventory Documents). 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 (portfolio: d. 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	☐	☐	☒
Curriculum	☒	☐	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☐	☐	☐
Graduation Rate	☒	☐	☐
Academic Persistence	☒	☐	☐

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, and a comprehensive professional development system. Data and analysis provided at the site visit demonstrates improved academic performance based for two of the three school sites. For Hope High School Online, the Charter Holder failed to provide sufficient comparative data because the Charter Holder had not yet administered a benchmark assessment.

Based on the findings summarized above and described below, staff determined that the Charter Holder does not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder failed to provide sufficient comparative data for Hope High School Online because the Charter Holder had not yet administered a benchmark assessment (portfolio c. Inventory Documents, iii. Site Visit Inventory – Data, Hope High School Online – Items D1-D14).

For Blueprint High School and Hope High School, the Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for the two most recent school years (portfolio c. Inventory Documents, i. Site Visit Inventory – Data, Blueprint High School and ii. Site Visit Inventory – Data, Hope High School).

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 (portfolio: c. Inventory Documents, iv. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	Yes	C1
How does the Charter Holder identify gaps in the curriculum?	Yes	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	Yes	C3
Who is involved in the process for adopting or revising curriculum?"	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	Yes	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	Yes	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	Yes	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	Yes	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	Yes	C9

Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	Yes	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	Yes	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	Yes	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?"	Yes	C14

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 (portfolio: c. Inventory Documents, v. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	Yes	A2
How is the assessment system aligned to the curriculum and instructional methodology?	Yes	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Yes	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	Yes	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	Yes	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	Yes	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	Yes	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	Yes	A10

How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

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 (portfolio: c. Inventory Documents, vi. Site Visit Inventory - Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	Yes	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	Yes	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	Yes	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	Yes	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	Yes	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	Yes	M10

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 (portfolio: c. Inventory Documents, vii. Site Visit Inventory - Professional Development).

Question	Sufficient Evidence	Document Inventory Item
Professional Development System		
What is the Charter Holder's professional development plan?	Yes	P1
How was the professional development plan developed?	Yes	P2
How is the professional development plan aligned with instructional staff learning needs?	Yes	P3
How does this plan address areas of high importance?	Yes	P4
Supporting High Quality Implementation		
How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	Yes	P5
How does the Charter Holder provide the resources that are necessary for high quality implementation?	Yes	P6
Monitoring Implementation		
How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	Yes	P7
How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	Yes	P8
Adapted to Meet the Needs of Subgroups		
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	P9
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	Yes	P10
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	Yes	P11
How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	Yes	P12

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 (portfolio: c. Inventory Documents, viii. Site Visit Inventory - Graduation Rate).

Question	Sufficient Evidence	Document Inventory Item
Ensuring Students in Grades 9-12 Graduate On Time		
How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	Yes	G1
How does the Charter Holder identify students that are not successfully progressing through required courses?	Yes	G2
How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	Yes	G3
What data can the Charter Holder provide to demonstrate that these strategies are effective?	Yes	G4

Academic Persistence

The area of Academic Persistence if 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 (portfolio: c. Inventory Documents, ix. Academic Persistence Inventory).

Question	Sufficient Evidence	Document Inventory Item
System for Keeping Students Motivated and Engaged in School		
How does the Charter Holder identify students who are at risk of dropping out or failing?	Yes	P1
What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	Yes	P2
How does the Charter Holder evaluate these strategies to determine effectiveness?	Yes	P3

V. Viability of the Organization

The Charter Holder currently meets the Board's financial performance expectations based on its 2013 and 2014 audits. At the time the Board notified the Charter Holder of the failing school process, the Charter Holder did not meet the Board's financial performance expectations based on the fiscal years 2012 and 2013 audits and was therefore required to submit a financial performance response (portfolio: h. Financial Response). The following table includes the Charter Holder's financial data and financial performance for the last three audited fiscal years.

Financial Data				
Statement of Financial Position	**2014**	**2013**	**2012**	**2011**
Cash	$923,457	$521,023	$750,694	$1,411,581
Unrestricted Cash	$643,888	$295,293	$537,912	
Other Liquidity	$66,658	$80,866		
Total Assets	$1,210,167	$780,635	$1,076,941	
Total Liabilities	$643,788	$328,205	$471,011	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	$566,379	$452,430	$605,930	
Statement of Activities	**2014**	**2013**	**2012**	
Revenue	$3,896,058	$3,592,687	$3,091,321	
Expenses	$3,782,109	$3,746,187	$3,760,685	
Net Income	$113,949	($153,500)	($669,364)	
Change in Net Assets	$113,949	($153,500)	($669,364)	
Financial Statements or Notes	**2014**	**2013**	**2012**	
Depreciation & Amortization Expense	$37,806	$42,474	$57,819	
Interest Expense	-	-	-	
Lease Expense	$551,400	$539,388	$458,000	
Financial Performance				
	2014	**2013**	**2012**	**3-yr Cumulative**
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	68.57	36.65	52.21	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	$113,949	($153,500)	($669,364)	N/A
Cash Flow	$402,434	($229,671)	($660,887)	($488,124)
Fixed Charge Coverage Ratio	1.28	0.79	(0.34)	N/A

* For fiscal year 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

Staff's evaluation of the financial performance response resulted in one "Acceptable" and two "Not Acceptable" determinations (portfolio: e. Financial Response Evaluation).

VI. Adherence to the Terms of the Charter

Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?

Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the Charter Holder adhere with applicable education requirements defined in state and federal law?

Yes. Based on the available information in the current fiscal year, the Charter Holder adheres with applicable education requirements defined in state and federal law.

Do the Charter Holder's annual audit reporting packages reflect sound operations?

Yes. As reported in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2014 annual audit reporting package.

Is the Charter Holder administering student admission and attendance appropriately?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the Charter Holder maintaining a safe environment consistent with state and local requirements?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the Charter Holder transparent in its operations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

Is the Charter Holder complying with its obligations to the Board?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the Charter Holder complying with reporting requirements of other entities to which the Charter Holder is accountable?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

Is the Charter Holder complying with all other obligations?
Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

VII. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. Staff recommends the following language provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Blueprint Education, Inc. on the basis of Hope High School's designation as an F school for FY 2014 and Blueprint Education, Inc.'s failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources for Hope High School Online. All that taken into consideration, the Charter Holder has provided evidence that it has, since the beginning of the 2014-2015 school year, implemented an improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive

instructional monitoring system, 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 and was able to provide data and analysis to demonstrate the effectiveness of these systems in improving academic performance through the first semester for Hope High School and Blueprint High School. Additionally, the Charter Holder currently operates two schools, Blueprint High School, that has been designated with a letter grade of C-Alt in FY14, and Hope High School Online, which has received no letter grade designation for FY14. The Board therefore directs 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) if the Charter Holder agrees that 1) it will provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates continued improved academic performance as compared to FY13 and FY14 for Hope High School; 2) if it cannot provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates continued improved academic performance as compared to FY13 and FY14 for Hope High School the Charter Holder will close Hope High School at the end of FY15; 3) if Hope High School can provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates continued improved academic performance as compared to FY13 and FY14 for Hope High School and continues operating after the end of FY15 the Charter Holder will, until a new Academic Dashboard is released, provide quarterly reports with supporting evidence to demonstrate consistent and sustained implementation of the comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, and comprehensive professional development system, system for ensuring students in grades 9-12 graduate on time, and system for keeping students motivated and engaged in school; and provide valid and reliable internal benchmarking baseline, mid-year and end-of-year data that demonstrates improving academic performance and if it cannot do so the Charter Holder will close Hope High School no later than the end of the fiscal year; and 4) if the next Academic Dashboard that is released does not demonstrate improved academic performance as compared to FY13 and FY14 for Hope High School the Charter Holder will close Hope High School no later than the end of the fiscal year during which the Academic Dashboard is released.

I further move that if the terms of a Consent Agreement cannot be reached by the February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 2: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder submits a school closure notification for the school that has been designated an F School which would restore the charter to acceptable performance. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter

of Blueprint Education, Inc. on the basis of Hope High School 's designation as an F school for FY 2014 and Blueprint Education, Inc.'s failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation.

All that taken into consideration, the Charter Holder currently operates two other schools, Blueprint High School, which has been designated with a letter grade of C-Alt in FY14, and Hope High School Online, which has received no letter grade designation for FY14. Therefore, I further move that if, by February 1, 2015, Blueprint Education, Inc. submits a school closure notification for Hope High School to close at the end of FY15, the Board shall not issue a Notice of Intent to Revoke the charter of Blueprint Education, Inc.

I further move that if the school closure notification is not submitted by February 1, 2015 the Board issue a Notice of Intent to Revoke the charter for the reasons previously stated and that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.

Option 3: The Board may determine that there is a basis to restore the charter without any conditions. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board restore the charter to acceptable performance in accordance with A.R.S. § 15-241(U). In this case, Hope High School was designated as an F school for FY 2014, but Blueprint Education, Inc. was able to demonstrate sufficient progress toward the Board's expectations when it provided evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, comprehensive instructional monitoring system, 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 and was able to provide data and analysis to demonstrate the effectiveness of these systems in improving academic performance for Hope High School and Blueprint High School, and: *[provide specific findings related to data for Hope High School Online]*. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the contract period.

Option 4: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Blueprint Education, Inc. on the basis of Hope High School's designation as an F school for FY 2014 and Blueprint Education, Inc.'s failure to meet or demonstrate sufficient progress

toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation.

I further move that:

- Within 48 hours of receipt of the Notice the charter operator shall notify staff and parents/guardians of registered students of the Notice of Intent to Revoke and the Notice of Hearing and provide a school location where the copy may be reviewed;
- Within 20 days of receipt of the Notice the charter operator shall provide copies of all correspondence and communications used to comply with the preceding provision; and
- Within 20 days of receipt of the Notice the charter operator shall provide the Board with the names and mailing addresses of parents/guardians of all students registered with the school.