Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Blueprint Education Inc.
School(s): Hope High School, Hope High School Online, Blueprint High School
Date Submitted: November 14, 2014
Purpose of Demonstration of Sufficient Progress *(check one):*

☐ Annual Monitoring
☐ Interval Review
☐ Renewal
☒ Failing School
☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

☒ FY2013
☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

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.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Hope High School

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☐	☐	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☐	☐	☐	☐
Improvement – Math (Alternative High Schools Only)	☐	☒	☒	☒	☒
Improvement – Reading (Alternative High Schools Only)	☐	☒	☐	☒	☒
Percent Passing – Math	☒	☐	☐	☒	☒
Percent Passing – Reading	☒	☐	☐	☒	☒
Subgroup, ELL – Math	☒	☐	☐	☒	☒
Subgroup, ELL – Reading	☒	☐	☐	☒	☒
Subgroup, FRL – Math	☒	☐	☐	☒	☒
Subgroup, FRL – Reading	☒	☐	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☒	☒	☐	☒
Academic Persistence (Alternative Schools Only)	☒	☐	☒	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
25.00%	55.56%	122.24%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 122.24%. We believe that these findings are a result of hiring a highly effective Math Instructor and the implementation of AIMS Math Prep and PreAlgebra courses.		

Insert Student Median Growth Percentile (SGP) – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY14- Passing Rate	Year over Year Growth
63.33%	66.67%	5.27%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 5.27%. We believe that the findings were a result of implementing the AIMS Prep Reading course at Hope High School.		

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:
No data required

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:
No data required

Insert Improvement – Math data here:
(Alternative High Schools Only)

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
25.00%	55.56%	122.24%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 122.24%. We believe that these findings are a result of hiring a highly effective Math Instructor and the implementation of AIMS Math Prep and PreAlgebra courses.		

Insert Improvement – Reading date here:
(Alternative High Schools Only)

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Insert Percent Passing – Math data here:

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
25.00%	55.56%	122.24%
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This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 5.27%. We believe that the findings were a result of implementing the AIMS Prep Reading course at Hope High School.		

Insert Subgroup, ELL – Math data here:

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate
00.00%	100.00%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a SY13 passing rate of 0.00% and a SY14 passing rate of 100.00%. We believe that these findings are a result of hiring a highly effective Math Instructor and the implementation of AIMS Math Prep and PreAlgebra courses.	

Insert Subgroup, ELL – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY14- Passing Rate
N/A	100.00%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a SY13 passing rate of N/A due to no ELL students enrolled in that course and a SY14 passing rate of 100.00%.	

Insert Subgroup, FRL – Math data here:

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
25.00%	55.56%	122.24%
Due to the high prevalence of FRL students, all students were included in this measurement. This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 122.24%. We believe that these findings are a result of hiring a highly effective Math Instructor and the implementation of AIMS Math Prep and PreAlgebra courses.		

Insert Subgroup, FRL – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY14- Passing Rate	Year over Year Growth
63.33%	66.67%	5.27%
Due to the high prevalence of FRL students, all students were included in this measurement. This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 5.27%. We believe that the findings were a result of implementing the AIMS Prep Reading course at Hope High School.		

Insert Subgroup, students with disabilities – Math data here:

Algebra 1 - SY13 - Passing Rate	Algebra 1 - SY14- Passing Rate
N/A	100.00%
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a SY13 passing rate of N/A due to no SPED students enrolled in that course and a SY14 passing rate of 100.00%.	

Insert Subgroup, students with disabilities – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY14- Passing Rate
100%	N/A
This table analyzed the passing rate for School Year 2013 and School Year 2014. The findings were a SY13 passing rate of 100.00% and a SY14 passing rate of N/A due to no SPED students enrolled.	

Insert High School Graduation Rate data here:

School Year 2013 Graduation Rate	School Year 2014 Graduation Rate	Year over Year Growth
38%	68%	78%
This table analyzed the graduation rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 78%. We believe that the findings were a result of increasing instructional time during the school day and implementing and monitoring instructional best practices at Hope High School.		

Insert Academic Persistence data here:
(Alternative Schools Only)
No data required

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): The data used in the above DSP was collected from individual digital databases which have controls in place to ensure validity and reliability.
Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?
Answer (suggested word count is 400 words): Based upon the analysis summary, the need to improve our educational systems was identified as the highest priority including identified critical areas: • Comprehensive systems to analyze, collect, and act on data with consistency • Academic Intervention Plan (AIP) as the operational system of instruction • Systemic assessment systems with a focus on Math and Reading achievement • A district accountability system to ensure systems are carried out with fidelity

Area I: Data

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.[2] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Hope High School Online

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☒	☐	☒	☒
Improvement – Reading (Alternative High Schools Only)	☐	☒	☐	☒	☒
Percent Passing – Math	☒	☐	☒	☐	☐
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☒	☒	☐	☒	☒

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High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☐	☒	☐	☒	☒

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

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- redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

Algebra 1 - SY13 -Passing Rate	Algebra 1-SY14 - Passing Rate	Year to Year Growth
92.31%	93.33%	1.10%
This table analyzed the percent passing for School Year 2013 and School Year 2014. We believe that the findings were a result of limited lateral potential.		

Insert Student Median Growth Percentile (SGP) – Reading data here:

Soph Eng 2 - SY13 – Passing Rate	Soph Eng 2 - SY14 – Passing Rate	Year to Year Growth
100%	100%	0
This table analyzed the percent passing for School Year 2013 and School Year 2014. We believe that the findings were a result of limited lateral potential.		

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

Algebra 1 - SY13 – Passing Rate	Algebra 1 - SY14 – Passing Rate	Year to Year Growth
66%	75%	13.64%
This table analyzed the percent passing rate for the bottom 25% of students in School Year 2013 and School Year 2014. We believe that the findings were a result of implementation of a new math intervention class and math tutor.		

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:

Soph Eng 2 - SY13 – Passing Rate	Soph Eng 2 - SY14 – Passing Rate	Year to Year Growth
100%	100%	0
This table analyzed the percent passing for the bottom 25% students in School Year 2013 and School Year 2014. We believe that the findings were a result of limited lateral potential.		

Insert Improvement – Math data here:
(Alternative High Schools Only)
Hope High School Online was categorized as an “Alternative School” in School Year 2013 but changed categories to “Small” school in School Year 2014.

Insert Improvement – Reading date here:
(Alternative High Schools Only)
Hope High School Online was categorized as an “Alternative School” in School Year 2013 but changed categories to “Small” school in School Year 2014.

Insert Percent Passing – Math data here:
No data required

Insert Percent Passing – Reading data here:

Soph Eng 2- SY13 – Passing Rate	Soph Eng 2 - SY14 – Passing Rate
100%	100%
This table analyzed the percent passing rate for School Year 2013 and School Year 2014. We believe that the findings were a result of limited lateral potential.	

Insert Subgroup, ELL – Math data here:

This school had no ELL students for 2013 or 2014

Insert Subgroup, ELL – Reading data here:

This school had no ELL students for 2013 or 2014

Insert Subgroup, FRL – Math data here:

This school had no FRL students for 2013 or 2014

Insert Subgroup, FRL – Reading data here:

This school had no FRL students for 2013 or 2014

Insert Subgroup, students with disabilities – Math data here:

Algebra 1 - SY13 – Passing Rate	Algebra 1 - SY14 – Passing Rate
NA	100%
This table analyzed the percent passing rate for students with disabilities for School Year 2013 and School Year 2014. There were no students with disabilities enrolled in Algebra 1 in 2013.	

Insert Subgroup, students with disabilities – Reading data here:

Soph Eng 2 - SY13 – Passing Rate	Soph Eng 2 - SY14 – Passing Rate
NA	100%
This table analyzed the percent passing rate for students with disabilities for School Year 2013 and School Year 2014. There were no students with disabilities enrolled in Soph Eng 2 in 2013.	

Insert High School Graduation Rate data here:

School Year 2013 Graduation Rate	School Year 2014 Graduation Rate	Year over Year Growth
19%	7%	(63%)
This table analyzed the graduation rate for School Year 2013 and School Year 2014. The findings were a year over year decline of 63%. As a result of this and other factors, a leadership (Principal) change was immediately implemented.		

Insert Academic Persistence data here:
(Alternative Schools Only)
No Data Required

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): The data used in the above DSP was collected from individual digital databases which have controls in place to ensure validity and reliability.
Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?
Answer (suggested word count is 400 words): Based upon the analysis summary, the need to improve our educational systems was identified as the highest priority including identified critical areas: • Comprehensive systems to analyze, collect, and act on data with consistency • Academic Intervention Plan (AIP) as the operational system of instruction • Systemic assessment systems with a focus on Math and Reading achievement • A district accountability system to ensure systems are carried out with fidelity

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School Name: Blueprint High School

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Improvement – Math (Alternative High Schools Only)	☐	☒	☐	☒	☒
Improvement – Reading (Alternative High Schools Only)	☐	☒	☐	☒	☒
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☒	☐	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☒	☐	☐	☒	☒
Subgroup, FRL – Reading	☐	☒	☒	☐	☒
Subgroup, students with disabilities – Math	☐	☒	☒	☐	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒

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High School Graduation Rate	☐	☒	☐	☒	☒
Academic Persistence (Alternative Schools Only)	☒	☐	☒	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

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- redact all student identifiable information.

Insert data here:

Insert Student Median Growth Percentile (SGP) – Math data here:

Algebra 1 - SY13- Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
75.00%	**93.33%**	**24.43%**
The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis reported a year over year growth percentage of 24.43%. We attribute this growth to a transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Student Median Growth Percentile (SGP) – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY13- Passing Rate	Year over Year Growth
57.14%	**77.27%**	**35.22%**
The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis report a year over year growth percentage of 35.22%. We attribute this growth to hiring a Reading Interventionist and transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:
No data required

Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:
No data required

Insert Improvement – Math data here:
(Alternative High Schools Only)

Algebra 1 - SY13- Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
75.00%	**93.33%**	**24.43%**
The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis reported a year over year growth percentage of 24.43%. We attribute this growth to a transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Improvement – Reading date here:
(Alternative High Schools Only)

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY13- Passing Rate	Year over Year Growth
57.14%	**77.27%**	**35.22%**
The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis report a year over year growth percentage of 35.22%. We attribute this growth to hiring a Reading Interventionist and transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Percent Passing – Math data here:

Algebra 1 - SY13- Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
75.00%	**93.33%**	**24.43%**
The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis reported a year over year growth percentage of 24.43%. We attribute this growth to a transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Percent Passing – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY13- Passing Rate	Year over Year Growth
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The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis report a year over year growth percentage of 35.22%. We attribute this growth to hiring a Reading Interventionist and transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Subgroup, ELL – Math data here:

This school had no ELL students for 2013 or 2014

Insert Subgroup, ELL – Reading data here:

This school had no ELL students for 2013 or 2014

Insert Subgroup, FRL – Math data here:

Algebra 1 - SY13- Passing Rate	Algebra 1 - SY14- Passing Rate	Year over Year Growth
75.00%	**93.33%**	**24.43%**
Due to the high prevalence of FRL students, all students were included in this measurement. The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis reported a year over year growth percentage of 24.43%. We attribute this growth to a transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Subgroup, FRL – Reading data here:

Soph Eng 2 - SY13- Passing Rate	Soph Eng 2 - SY13- Passing Rate	Year over Year Growth
57.14%	**77.27%**	**35.22%**
Due to the high prevalence of FRL students, all students were included in this measurement. The above table represents the analysis of student percent passing data for School Year 2013 and School Year 2014. The findings from this analysis report a year over year growth percentage of 35.22%. We attribute this growth to hiring a Reading Interventionist and transition from 100% online, independent study courses to a more blended model of direct instruction and online, independent study.		

Insert Subgroup, students with disabilities – Math data here:

Algebra 1 - SY13- Passing Rate	Algebra 1 - SY14- Passing Rate
100.00%	**100.00%**
The above table represents the analysis of student percent passing data for School Year 2013 at 100.00% and School Year 2014 at 100.00%. The findings were a result of limited lateral potential.	

Insert Subgroup, students with disabilities – Reading data here:

Soph Eng 2 - SY13- Passing Rate	**Soph Eng 2 - SY13- Passing Rate**
50.00%	**50.00%**
The above table represents the analysis of student percent passing data for School Year 2013 at 50.00% and School Year 2014 at 50.00%. The findings indicate room for further improvement and additional interventions.	

Insert High School Graduation Rate data here:

School Year 2013 Graduation Rate	School Year 2014 Graduation Rate	Year over Year Growth
11%	36%	227%
This table analyzed the graduation rate for School Year 2013 and School Year 2014. The findings were a year over year growth improvement of 227%. We believe that the findings were a result of a change in class schedule, high dropout population interventions, addition of a reading interventionist, and the implementation of the AIMS Prep Math and Reading course at Blueprint High School.		

Insert Academic Persistence data here:
(Alternative Schools Only)
No data required

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): The data used in the above DSP was collected from individual digital databases which have controls in place to ensure validity and reliability.
Conclusions Drawn From Data
3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?
Answer (suggested word count is 400 words): Based upon the analysis summary, the need to improve our educational systems was identified as the highest priority including identified critical areas: • Comprehensive systems to analyze, collect, and act on data with consistency • Academic Intervention Plan (AIP) as the operational system of instruction • Systemic assessment systems with a focus on Math and Reading achievement • A district accountability system to ensure systems are carried out with fidelity

Area II: Curriculum

Evaluating Curriculum	
1. 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?	

Answer (suggested word count is 400 words):
The process for evaluating curriculum by the Curriculum Coordinator is as follows:
• A **Standards Alignment Chart** is created, noting the lesson and/or assessments related to each standard
• When new/updates to standards are released, a re-alignment is completed. The result is either a course revision or a complete course revamp
An evaluation of curriculum effectiveness by the **Curriculum Effectiveness Team** on a quarterly basis by:
• A **Moodle report** which identifies a select group of assignments tied to specified standards (called "Outcomes")
• A report comparison which includes:
  ○ Standard coverage
  ○ # of times standard is encountered
  ○ Student proficiency
  ○ Grades associated with standard
• Trends from quarterly report that will drive audit of current Moodle content
• Lesson plans that will be revised to reinforce standards not mastered
• **Student and teacher audits** will also be utilized to evaluate courses
• **Teacher "Toolkits"** that are created and revised based on course evaluation data
	List documents that serve as evidence of implementation of this process:
	1. Standards Alignment Charts
	2. Curriculum Effectiveness Team Meeting Notes
	3. Sample Quarterly Moodle Report
	4. Sample Student Course Audit
	5. Sample Teacher Course Audit (Mach form)
	6. Sample Teacher "Toolkit"

2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): Gaps are identified in the curriculum by: • Standards Alignment Charts If curriculum does not meet all required standards, the following process is implemented: • Supplemental online curriculum is added to complete standards requirements in course, or • Curriculum is pushed back for a complete	List documents that serve as evidence of implementation of this process: 1. Standards Alignment Charts (Math and ELA)

re-write	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): The curriculum adoption process by the Curriculum Coordinator includes: • Formation of a **Planning Collaborative** • Creation of **curriculum templates** • Creation of **curriculum components** • Creation of **curriculum requirements** • **Hiring of curriculum contractors** (if internal development) • **Evaluation of curriculum vendors** (if outsourcing) • **Curriculum vendors webinars** The curriculum revision process by the Curriculum Coordinator is described in question 1 above and is based on completeness of all required standards met as well as monitoring of all ongoing updates and/or revisions to actual state standards.	List documents that serve as evidence of implementation of this process: 1. Planning Collaborative Process 2. Curriculum Templates 3. Curriculum Components 4. Curriculum Requirements 5. Hiring of Curriculum Contractors Process 6. Evaluation of Curriculum Vendors Rubric 7. Curriculum Vendors Webinars
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Those involved in the process for adopting or revising curriculum include: • Curriculum Coordinator • Curriculum Review Team • Planning Collaborative • Leadership Team	List documents that serve as evidence of implementation of this process: 1. Curriculum Coordinator Contact Information 2. Curriculum Review Team List 3. Planning Collaborative Team List 4. Leadership Team List
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words): The curriculum adoption process by the Curriculum Coordinator includes: • Formation of a **Planning Collaborative** • Creation of **curriculum templates** • Creation of **curriculum components** • Creation of **curriculum requirements** • **Hiring of curriculum contractors** (if internal development)	List documents that serve as evidence of implementation of this process: 1. Planning Collaborative Process 2. Curriculum Templates 3. Curriculum Components 4. Curriculum Requirements 5. Hiring of Curriculum Contractors Process 6. Evaluation of Curriculum Vendors Rubric 7. Curriculum Vendors Webinars

• **Evaluation of curriculum vendors** (if outsourcing) • **Curriculum vendors webinars** The curriculum revision process by the Curriculum Coordinator is described in question 1 above and is based on completeness of all required standards met as well as monitoring of all ongoing updates and/or revisions to actual state standards.	
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): The process of ensuring consistent implementation of the curriculum across the school(s) is as follows: • Administrators review **lesson plans** and cross reference with the **curriculum maps** • For online based students the lesson plans are fixed (Hope HS Online) • **Weekly Grading Sheet/Lesson Plan Reviews** are used as feedback for lesson plan improvement • **Administrative walkthroughs and observations** are used as informal evaluation tools of consistent curriculum implementation	List documents that serve as evidence of implementation of this process: 1. Sample Weekly Lesson Plan 2. Sample Curriculum Maps 3. Weekly Grading Sheet (Hope HS Online) 4. Lesson Plan Reviews (Blueprint HS and Hope HS) 5. Administrative Walk Through/Observation Form
7. 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?	
Answer (suggested word count is 400 words): **Standard alignment charts** ensure what must be taught and that all academic standards are covered in that course. Each online course is divided into 15 lessons (each lesson representing one week of learning content) and includes a Midterm and Final exam. Each lesson is guided by specific learning objectives and an **assignment chart.**	List documents that serve as evidence of implementation of this process: 1. Standards Alignment Charts 2. Lesson Outlines 3. Assignment Chart
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Answer (suggested word count is 400 words): Administration communicates expectations on a weekly basis at staff meetings regarding adhering to the policy associated with each tool.	List documents that serve as evidence of implementation of this process: 1. Staff Meeting Minutes

9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Evidence of these tools in the classroom and alignment with instruction include: • Weekly lesson plan reviews with instructors • District walk through/observations • Quarterly benchmarks • Annual evaluations	List documents that serve as evidence of implementation of this process: 1. Sample Weekly Teacher Review Document 2. District Walk Through/Observation Form 3. Quarterly benchmarks 4. Annual Evaluation Form
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): The process for curriculum alignment to standards includes: • A Standards Alignment Chart that is created, noting the lesson and/or assessments related to each standard	List documents that serve as evidence of implementation of this process: 1. Standards Alignment Charts
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students as follows: • **"Foundations" courses** provide the same content as a regular course but has added support and interventions • **Toolkits** are added to provide supplemental resources and targeted support for challenging concepts • Online courses are self-paced allowing students to take extended time to master the concepts • **Intervention courses** • Professional development throughout the year addresses training on identifying the challenges for bottom 25%/non-proficient students and teaching strategies for lesson plan integration	List documents that serve as evidence of implementation of this process: 1. Sample "Foundations" Course 2. Sample Course Toolkit 3. Sample Intervention Course 4. Sample Professional Development Outline
12. How has the Charter Holder ensured that the curriculum addresses the needs of English	

Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The process to ensure that curriculum addresses the needs of English Language Learners (ELLs) is as follows: • **Accommodations** are integrated into the online courses (implemented by teachers and overseen by ELL Specialist) • **Vocabulary assignments** in ELA courses include a menu of options for ELL students to engage with new words in a variety of ways • **Curricular supplements** like Rosetta Stone provide further assistance for language reinforcement	List documents that serve as evidence of implementation of this process: 1. Sample View of Online Course Accommodation 2. Sample of Vocabulary Assignments 3. Rosetta Stone Invoice
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The curriculum is modified for Free and Reduced Lunch (FRL) students who demonstrate a need through: • **"Foundations" courses** provide the same content as a regular course but has added support and interventions • **Toolkits** are added to provide supplemental resources and targeted support for challenging concepts • Online courses are self-paced allowing students to take extended time to master the concepts • **Intervention courses**	List documents that serve as evidence of implementation of this process: 1. Sample "Foundations" Course 2. Sample Course Toolkit 3. Sample Intervention Course
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Curriculum addresses the needs of students with disabilities as follows: • Curriculum contains differentiated content to address learner types and levels • Curriculum also allows for **accommodations** and/or modifications to be implemented by teachers • **ESS tracker** is used to track and log student service minutes where regular education teachers are making accommodations and/or modifications for	List documents that serve as evidence of implementation of this process: 1. Sample View of Online Course Accommodation 2. Sample Accommodation Lesson Plan 3. ESS Tracker

students based on their IEPs • Other accommodations are implemented based on individual needs	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): The following assessments are being implemented: • **Galileo** • **Moodle** • **Formative assessments** • **Summative assessments**	List documents that serve as evidence of implementation of this process: 1. Sample Galileo Report 2. Sample Moodle Report 3. Sample Formative Assessment 4. Sample Summative Assessment
2. What was the process for designing or selecting the assessment system?	
Answer (suggested word count is 400 words): The process for selecting the current assessment system was a Needs Assessment conducted by the Leadership Team.	List documents that serve as evidence of implementation of this process: 1. Needs Assessment
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): The assessment system as well as the curriculum and instructional methodology are all aligned to AZCCRS in order to assess, monitor, and evaluate student mastery based on the **Course Alignment Chart.**	List documents that serve as evidence of implementation of this process: 1. Course Alignment Chart
4. 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?	
Answer (suggested word count is 400 words): Student progress intervals for assessment include: • Daily formative (**review, exit ticket, strategic questioning**) • Weekly formative (**quizzes, essays, presentations, projects, Agile canvases**) • Quarterly summative (**midterms, finals, Galileo benchmark testing, Re-Teach Protocol, Academic Intervention Plan**) • Annually summative (**State assessment**)	List documents that serve as evidence of implementation of this process: 1. Sample Daily Review 2. Sample Exit Ticket 3. Sample Strategic Questions 4. Sample Quiz 5. Sample Essay Question 6. Sample Presentation 7. Sample Project 8. Sample Agile Canvas 9. Sample Midterm 10. Sample Final 11. Galileo Benchmark Test Schedule 12. Re-Teach Protocol 13. Academic Intervention Plan

Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): The assessment system provides for analysis of assessment data at various points throughout the year: • Daily • Weekly • Quarterly • Annually At each of these points, information is analyzed by the Leadership Team, each school and administrative staff for feedback and predictability towards the next recent benchmark.	List documents that serve as evidence of implementation of this process: 1. Sample Daily Review 2. Sample Exit Ticket 3. Sample Strategic Questions 4. Sample Quiz 5. Sample Essay Question 6. Sample Presentation 7. Sample Project 8. Sample Agile Canvas 9. Sample Midterm 10. Sample Final 11. Galileo Benchmark Test Schedule 12. Re-Teach Protocol 13. Academic Intervention Plan
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): The analysis is used to identify gaps in student learning and identify **re-teach opportunities and/or supplemental online assignments and teacher toolkits based on student needs**.	List documents that serve as evidence of implementation of this process: 1. Re-Teach Protocol 2. Sample Online Assignment 3. Sample Teacher "Toolkit"
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): To effect the 2014-2015 school year, the analysis of data is used to determine **re-teach opportunities and/or supplemental online assignments and teacher toolkits based on student needs**. Adjustments are made quarterly.	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan 2. Re-Teach Protocol 3. Sample Online Assignment 4. Sample Teacher "Toolkit"
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): The assessment system is adapted to meet the assessment needs of the bottom 25%/non-proficient students as follows: • Initial identification of bottom 25% students by AZDash	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan

• All bottom 25%/non-proficient students enter Tier 3 in the **Academic Intervention Plan**	
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) as follows: • Initial identification of ELL students by the ELL Coordinator • **ILLP**	List documents that serve as evidence of implementation of this process: 1. ILLP
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students who do not meet the appropriate academic benchmarks as follows: • Initial identification of FRL students by school enrollment process who do not meet the appropriate academic benchmarks • Students are given an **Academic Intervention Plan** (AIP)	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): The assessment system is adapted to meet the assessment needs of students with disabilities as follows: • Initial identification of students with disabilities by the ESS Teacher • Students are given an Academic Intervention Plan (AIP) that meet their **IEPs**	List documents that serve as evidence of implementation of this process: 1. IEP

Area IV: Monitoring Instruction

Monitoring the Integration of Standards
1. 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?	
Answer (suggested word count is 400 words): The process for monitoring the integration of standards into classroom instruction include: • **Lesson plan** submission and review process • **Walk-throughs** and feedback • **Observation and evaluation process**	List documents that serve as evidence of implementation of this process: 1. Sample Lesson Plans 2. Walk-Through Form 3. Virtual Walk-Through Form 4. Walk-Through Schedule 5. Observation and Evaluation Process
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): The process for monitoring the effectiveness of standards-based instruction throughout the year include: • Analyze **Walk-through** data • **Observation and evaluation**	List documents that serve as evidence of implementation of this process: 1. Walk-Through Form Analytics 2. Observation Form 3. Teacher Evaluation
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): The process for evaluating instructional practices include: • **Walk-through** data • **Observation and evaluation**	List documents that serve as evidence of implementation of this process: 1. Walk-Through Form Analytics 2. Observation Form 3. Teacher Evaluation
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): The process for identifying individual strengths, weaknesses, and needs includes: • **Walk-through** data • **Observation and evaluation**	List documents that serve as evidence of implementation of this process: 1. Walk-Through Form Analytics 2. Observation Form 3. Teacher Evaluation
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): Feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices is provided by: • **Walk-through** data	List documents that serve as evidence of implementation of this process: 1. Walk-Through Form Analytics
6. How does the 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?	
Answer (suggested word count is 400 words): Information is analyzed through: • **Walk-through analytic summary** • Topics for **professional development** are determined based on summary analytics	List documents that serve as evidence of implementation of this process: 1. Walk-Through Form Analytics 2. Professional Development Agendas
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. 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?	
Answer (suggested word count is 400 words): To meet the needs of the bottom 25%/non-proficient students as follows: • Initial identification of bottom 25% students by AZDash • All bottom 25%/non-proficient students entered into Tier 3 **Academic Intervention Plan (AIP)**	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): The process of monitoring instruction to meet the needs of English Language Learner (ELL) students are as follows: • Initial identification of ELL students by the ELL Coordinator • **ILLP**	List documents that serve as evidence of implementation of this process: 1. ILLP
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): The process of monitoring instruction to meet the needs of Free and Reduced Lunch (FRL) students are as follows: • Initial identification of FRL students by school enrollment process who do not meet the appropriate academic benchmarks • Students are given an **Academic Intervention Plan** (AIP)	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan (AIP)
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students	

with disabilities?	
Answer (suggested word count is 400 words): The process of monitoring instruction to meet the needs of students with disabilities are as follows: • Initial identification of students with disabilities by the ESS Teacher • Students are given an Academic Intervention Plan (AIP) that meet their **IEPs**	List documents that serve as evidence of implementation of this process: 2. IEP

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	

Answer (suggested word count is 400 words):
The process for the professional development plan is as follows:
• Teachers are given 20 hours of in-house professional development
• Teachers may also request participation at local professional development workshops/seminars through a **PD Reflection Form**
• Leadership may also request professional development throughout the year as needed
• All professional development information is summarized by the participant and entered into an online platform "THRIVE" for sharing across the district through a **PD reflection form**
• Each participant is required to complete a **PD reflection form** to evaluate areas including but not limited to:
  ○ Effectiveness in specific content area
  ○ Integration friendliness into lesson plan and instructional delivery
  ○ Overall workshop value
	List documents that serve as evidence of implementation of this process:
	1. Professional development calendar
	2. PD Reflection Form

2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): The process for the professional development plan was developed based on:	List documents that serve as evidence of implementation of this process: 1. Lesson Plan Reviews

• **Lesson Plan reviews** • **Teacher Evaluation** • **Administrative walkthroughs and observations** (allows for immediate feedback and corrective action if needed)	2. Teacher Evaluation 3. District Walk Through/Observations
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): The professional development plan is aligned with instructional staff learning needs through the **Walk Through analytics** summary.	List documents that serve as evidence of implementation of this process: 1. Walk Through Analytics
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): The professional development plan addresses areas of high importance as evidenced by the **Walk Through analytics** summary analysis.	List documents that serve as evidence of implementation of this process: 1. Walk Through Analytics
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): The process for supporting high quality implementation of the strategies learned in PD sessions is as follows: • All professional development information is summarized by the participant and entered into an online platform "THRIVE" for sharing across the district through a **PD Reflection Form** • **PD re-teach**	List documents that serve as evidence of implementation of this process: 1. PD Reflection Form 2. PD Re-Teach Agenda
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): 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.	List documents that serve as evidence of implementation of this process: 1. Annual Budget
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

The monitoring of strategies implemented from professional development sessions is assessed by reviewing the following: • Annual **teacher evaluation** data • Quarterly **teacher observation** data • Weekly **teacher walk through** data	implementation of this process: 1. Teacher Evaluation 2. Teacher Observation 3. Teacher Walk Through
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): The process for monitoring and follow-up with instructional staff to support and develop implementation of the strategies learned in PD sessions is as follows: • All professional development information is summarized by the participant and entered into an online platform "THRIVE" for sharing across the district through a **PD Reflection Form** • **PD re-teach** • **Teacher observation and evaluations**	List documents that serve as evidence of implementation of this process: 1. PD Reflection Form 2. PD Re-Teach 3. Teacher Observation and Evaluation
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. 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?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students since PD dollars are first allocated towards Math and Reading PD opportunities. These are the two most critical areas where our students overall are most deficient. PD is also provided to reinforce the Academic Intervention Plan (AIP).	List documents that serve as evidence of implementation of this process:
10. 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)?	
Answer (suggested word count is 400 words): ELL Coordinator attends annual training to stay updated and trains school counselors in the district.	List documents that serve as evidence of implementation of this process: 1. ELL Training Certificate

11. 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?	
Answer (suggested word count is 400 words): The professional development plan ensures that instructional staff receives the type of development required to meet the needs of students who don't meet the academic benchmarks since PD dollars are first allocated towards Math and Reading PD opportunities. These are the two most critical areas where our students overall are most deficient. PD is also provided to reinforce the Academic Intervention Plan (AIP).	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): ESS services provide teachers with training for internal policies.	List documents that serve as evidence of implementation of this process: 1. ESS Services Invoice

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): The process for monitoring and follow-up on student progress toward completing courses to meet graduation requirements are implemented through: • **The Academic Intervention Plan (AIP)** • **Academic, Behavior and Attendance contracts** • **Progress Checks/Reports** • **Teacher Tracking Form** • Instructors are provided access to information on student course deficiency towards completion • Support services track student progress weekly, monthly, and quarterly and provide students and parents with feedback on updated **Graduation Check sheet/Plan** • **Agile Achievement Data Board**	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan 2. Academic, Behavior and Attendance Contracts 3. Progress Check/Reports (Hope HS and Blueprint HS) 4. Teacher Tracking Form (Hope HS Online) 5. Graduation Check sheet (Hope HS and Blueprint HS) 6. Support Services Spreadsheet (Hope HS Online) 7. Graduation Plan (Hope HS Online) 8. Agile Achievement Data Board (Hope HS)
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words): The process for identifying students that are not successfully progressing through required courses includes: • **The Academic Intervention Plan (AIP)** • **Academic, Behavior and Attendance contracts** • **Progress Checks/Reports** • **Teacher Tracking Form** • Instructors are provided access to information on student course deficiency towards completion • Support services track student progress weekly, monthly, and quarterly and provide students and parents with feedback on updated **Graduation Check sheet/Plan** • **Agile Achievement Data Board**	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan 2. Academic, Behavior and Attendance Contracts 3. Progress Check/Reports 4. Teacher Tracking Form (Hope HS Online) 5. Graduation Check sheet (Hope HS and Blueprint HS) 6. Support Services Spreadsheet (Hope HS Online) **7.** Graduation Plan (Hope HS Online) **8.** Agile Achievement Data Board (Hope HS)

3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): Specific additional academic supports to remediate academic problems for struggling students are implemented through: • **Academic Intervention Plan** • 1:1 tutoring during or afterschool • **Flex Safety Net** scheduling • Access to **summative retakes** including guided study • **Academic contracts** • **State assessment tutoring** • **ESS Tracker** • **State assessment prep courses** • Offering **PreAlgebra courses** • **Present levels log**	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan 2. Flex Safety Net 3. Summative Retakes 4. Academic Contracts 5. State Assessment Tutoring 6. ESS Tracker 7. State Assessment Prep Courses 8. PreAlgebra Course 9. Present Levels Log
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): We demonstrate that these strategies are effective through: • **Tiered Academic Intervention Plan Reports** • **Course completions** • **Fulfilled academic contracts**	List documents that serve as evidence of implementation of this process: 1. Academic Intervention Plan Reports 2. Sample Course Completions 3. Sample Academic Contract

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	

Answer (suggested word count is 400 words):
The process for identifying students who are at risk of dropping out or failing is as follows:
• Critical/At Risk students are identified using **Student Issues Tracker**
• **Graduation Check sheet/Plan** includes:
  o Anticipated date of graduation
• **Grad tracker** (final year students) form includes:
  o Cohort
  o State assessment scores
  o Credits needed
• Counselors support and track students weekly, monthly, and quarterly and provide students and parents with updated **Grad Tracker**
• **New Student Late Enrollee Tracking** assists in preventing dropout by creatively scheduling specific classes tailored to their needs
• **Incarcerated Youth Survey, Fall Student Survey** and **Home Visit Schedule** identifies potential risk factors for student non-completion
	List documents that serve as evidence of implementation of this process:
	1. Student Issues Tracker
	2. Graduation Check sheet (Hope HS and Blueprint HS)
	3. Graduation Plan (Hope HS Online)
	4. Grad Tracker
	5. New Student Late Enrollee Tracking (Hope HS)
	6. Incarcerated Youth Survey (Hope HS and Blueprint HS)
	7. Fall Student Survey
	8. Home Visit Schedule (Hope HS and Blueprint HS)

2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words): The process to address student challenges in completing/continuing their education includes: • **Job's for Arizona Graduates (JAG)** class and ASPIRE program that provides both compensation and work skills • **Off campus field trips** to community colleges • **Home visits** to strengthen family involvement in their student's education • **YESS (Youth Education and Social Services)** provides job mentoring and work skills • Character building activities during school	List documents that serve as evidence of implementation of this process: 1. JAG Information (Hope HS) 2. Off Campus Field Trip Document 3. Sample ECAP 4. Home Visit Schedule (Hope HS and Blueprint HS) 5. YESS Summer Work Experience Program (Blueprint HS) 6. YESS Grant Summary (Blueprint HS) 7. School Events 8. Sample Student Incentives 9. Sample Social Media 10. Academic, Behavior, and Attendance

• School pride items as **student incentives** • Strengthen student engagement through **social media** • **Academic, Behavior, and Attendance Contracts** to hold students accountable • **Phone calls and emails** to students for follow up and accountability in Schoolmaster • **Flex scheduling** allows students to arrange their time accordingly around their situation • **Flex Safety Net** provides students with a blend of traditional and online learning	Contracts 11. Schoolmaster Log of Student Contacts for Hope HS Online 12. Course Scheduling 13. Flex Safety Net
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): The process for evaluating these strategies to determine effectiveness is completed through weekly staff meeting updates of student progress through these tools: ○ **Student Issues Tracker** ○ **Graduation Check sheet** ○ **Grad Tracker** ○ **Meeting notes** ○ **Student Exit Interview/Survey** ○ **Parent and Student Surveys** Evaluation of outside programs such as **JAG** (implemented at Hope HS) and **YESS** (implemented at Blueprint HS) are completed by their respective agencies annually.	List documents that serve as evidence of implementation of this process: 1. Staff Meeting Notes 2. Student Issues Tracker 3. Graduation Check sheet 4. Grad Tracker 5. Meeting Notes 6. Student Exit Interview/Survey 7. Parent and Student Surveys 8. JAG Evaluation 9. YESS Evaluation