Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
School Name: Hope High School, Hope High School Online, Blueprint High School
Site Visit Date: December 5, 2014

Required for: Failing School
Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome

[G.1]
1-AIP SOP Overview
1-AIP SOP-Non Academic Monitoring System
1-AIP SOP-Tiered Instructional System
2-Academic Contract-HHSO
2-Academic Contract-Semester 2 Counselor-HHS
2-Attencance Contract-BHS
2-Attendance Contract-HHSO
2-Attendance Contract-HHSO-2
2-Attendance Contract-Semester 1-HHS
2-Attendance Contract-Semester 2-HHS
2-Behavior Contract-BHS
2-Behavior Contract-HHS
2-Behavior Contract-HHS-2
3-Progress Check-HHS and BHS
3-Progress Check-HHSO
3-Progress Report-BHS
3-Progress Reports-HHS
4-Teacher Tracking Form-BHS
4-Teacher Tracking Form-HHSO
5-Graduation Check Sheet-HHS
5-Graduation Check Sheet-HHSO
5-Graduation Check Sheet-HHSO-2
6-Support Services Spreadsheet
7-Graduation Plan-HHSO
8-Agile Achievement Data Board-1
8-Agile Achievement Data Board-2
8-Agile Achievement Data Board-3
8-Agile Achievement Data Board-4
8-Agile Achievement Data Board-5
8-Agile Achievement Data Board-6
	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows up on student progress toward completing courses to meet graduation requirements.
	
	The documents provided demonstrate evidence of the following:
	• 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

[G.2] **1-AIP SOP Overview**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies students that are not successfully

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1-AIP SOP-Non Academic Monitoring System **1-AIP SOP-Tiered Instructional System** **2-Academic Contract-HHSO** **2-Academic Contract-Semester 2 Counselor-HHS** **2-Attencance Contract-BHS** **2-Attendance Contract-HHSO** **2-Attendance Contract-HHSO-2** **2-Attendance Contract-Semester 1-HHS** **2-Attendance Contract-Semester 2-HHS** **2-Behavior Contract-BHS** **2-Behavior Contract-HHS** **2-Behavior Contract-HHS-2** **3-Progress Check-HHS and BHS** **3-Progress Check-HHSO** **3-Progress Report-BHS** **3-Progress Reports-HHS** **4-Teacher Tracking Form-BHS** **4-Teacher Tracking Form-HHSO** **5-Graduation Check Sheet-HHS** **5-Graduation Check Sheet-HHSO** **5-Graduation Check Sheet-HHSO-2** **6-Support Services Spreadsheet** **7-Graduation Plan-HHSO** **8-Agile Achievement Data Board-1** **8-Agile Achievement Data Board-2** **8-Agile Achievement Data Board-3** **8-Agile Achievement Data Board-4** **8-Agile Achievement Data Board-5** **8-Agile Achievement Data Board-6**	progressing through required courses. **The documents provided demonstrate evidence of the following:** • 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
[G.3] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **2-FLEX Safety Net** **3- Summative Retakes- ELA 2 Unit 3 - Final Exam RETEST** **4-Academic Contract-HHSO** **4-Academic Contract-Semester 2 Counselor-HHS** **5-State Assessment Tutoring** **6-ESS Tracker-2014-15-HHS** **7-State Assessment Prep Courses-Sample Intervention Courses (Log in as a Guest to Moodle)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides additional academic supports to remediate academic problems for struggling students. **The documents provided demonstrate evidence of the following:** • 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

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8-PreAlgebra Course-BHS **9-Present Levels Log-HHSO** **9-Pressent Levels Log** **Supplemental-Accommodations and Modification Tracker for ESS Students-HHSO** **Supplemental-AIMS Tutoring Schedule** **Supplemental-ESS Tracker-SOP** **Supplemental-Present Levels Log-SOP** **Supplemental-Sample Communication Log-Attendance and Academic-HHSO**	○ Academic contracts ○ State assessment tutoring ○ ESS Tracker ○ State assessment prep courses ○ Offering PreAlgebra courses ○ Present levels log
[G.4] **1-Academic Intervention Plan Reports** **1-Academic Intervention Plan Reports-2** **2-Sample Course Completions-BHS** **3-Sample Academic Contract-BHS** **3-Sample Academic Contract-HHS** **3-Sample Academic Contract-HHSO**	**Charter holder indicated the intended purpose of the document was to demonstrate:** what data demonstrates that these strategies are effective. **The documents provided demonstrate evidence of the following:** • We demonstrate that these strategies are effective through: ○ Tiered Academic Intervention Plan Reports ○ Course completions ○ Fulfilled academic contracts

I, Steve Salmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014.

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I, Mark French, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014. _____

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