

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

## I. Performance Summary

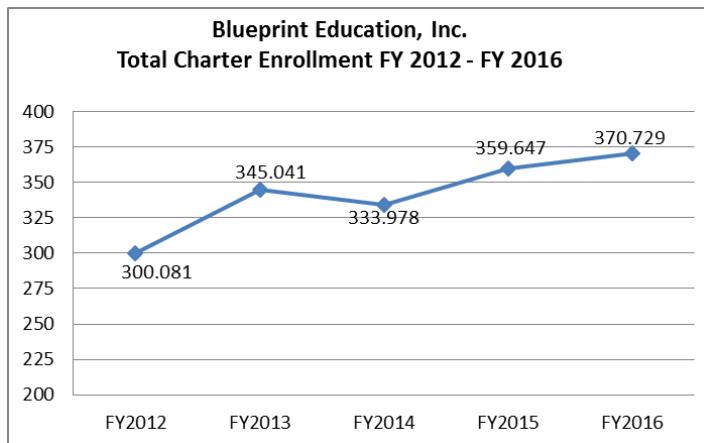
Renewal application requirements are based upon the Charter Holder's past performance as measured by the Board's Academic, Financial, and Operational<sup>1</sup> Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For "Acceptable" financial performance, the Charter Holder was waived from submission requirements for the renewal application. For "Not Acceptable" academic performance, the Charter Holder was required to submit additional information as part of the renewal application.

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

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

## II. Profile

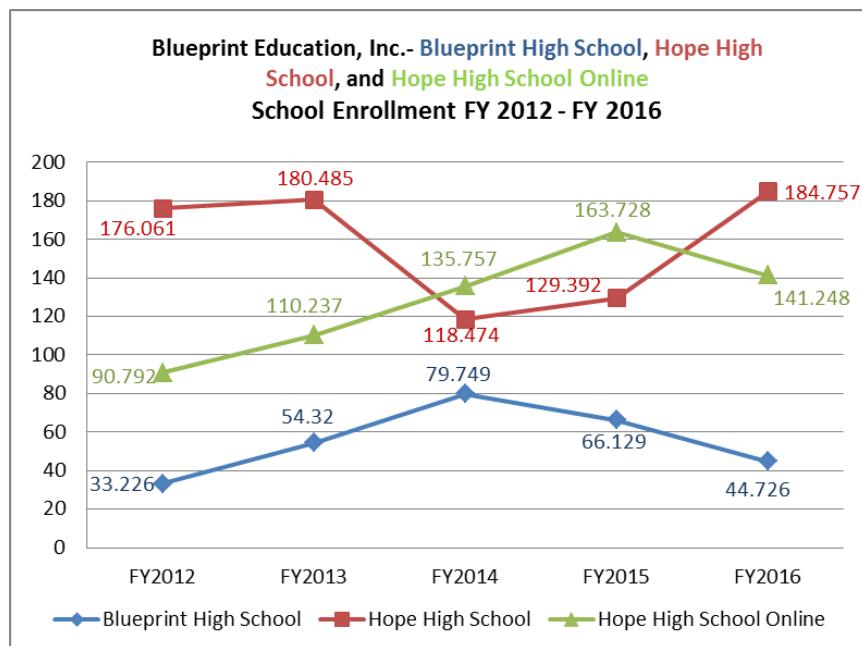
Blueprint Education, Inc. operates three schools, Hope High School, Hope High School Online, and Blueprint High School, serving grades 9 -12 in Phoenix, Glendale, and Chandler. The graph below shows the Charter Holder's actual 100<sup>th</sup> day average daily membership (ADM) for fiscal years 2012-2016.



<sup>1</sup> The Operational Performance Framework does not require additional submissions for charter holders that have "Not Acceptable" operational performance.



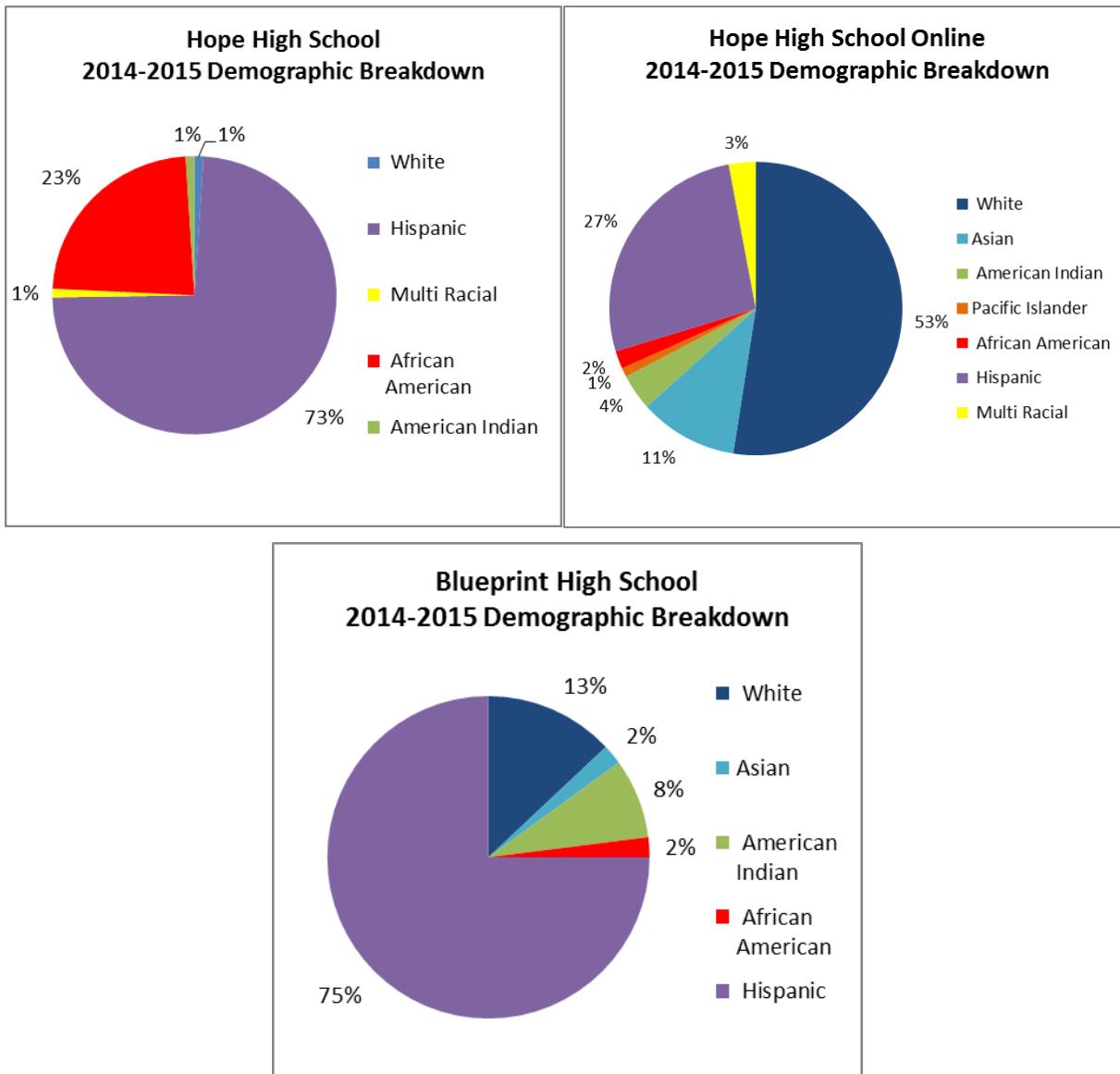
The graph below shows the Charter Holder's actual 100th day ADM for fiscal years 2012-2016 broken down by school site.



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

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

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



<sup>2</sup> Information provided by the Research and Evaluation Division of the ADE.



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

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

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

### III. Additional School Choices

#### Hope High School

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

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

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

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

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

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

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



### Hope High School Online

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

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

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

The table below presents the number of distance learning schools, sorted by FY 2014 letter grade, serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups.<sup>5</sup>

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

### Blueprint High School

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

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

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



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

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

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

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

#### IV. Success of the Academic Program

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

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

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

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

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

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

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



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

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

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

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



## V. Demonstration of Sufficient Progress

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

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

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

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

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

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



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

## **VI. Viability of the Organization**

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

## **VII. Adherence to the Terms of the Charter**

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

## **VIII. Board Options**

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

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

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

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



# **APPENDIX A**

# **RENEWAL SUMMARY REVIEW**


[Dashboard](#)   [Alerts](#)   [Bulletin Board](#)   [Charter Holder](#)   [DMS](#)   [Email](#)   [Tasks](#)   [Search](#)   [Reports](#)   [Help](#)   [Other](#)
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## Five-Year Interval Report

[Back to reports list](#)

# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

### Interval Report Details

[Hide Section](#)

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

### Charter Contract Information

[Hide Section](#)

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

### Charter Contact Information

[Hide Section](#)

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

# Academic Performance - Hope High School Online

[Hide Section](#)

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

## Academic Performance Per Fiscal Year

[Hide Section](#)

### Hope High School Online

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

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

62.5

100

56.58

95

43.75

95

## Academic Performance - Hope High School

[Hide Section](#)

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

## Academic Performance Per Fiscal Year

[Hide Section](#)

### Hope High School

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

<b>Overall Rating</b>							
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	53.75	100	61.25	100	49.58	100	

## Academic Performance - Blueprint High School

[Hide Section](#)

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

## Academic Performance Per Fiscal Year

[Hide Section](#)

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

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

## Financial Performance

[Hide Section](#)

Charter Corporate Name: Blueprint Education, Inc.

Charter CTDS: 07-87-45-000

Charter Entity ID: 81041

Charter Status: Open

Contract Effective Date: 09/11/2002

### Financial Performance

[Hide Section](#)

#### Blueprint Education, Inc.

##### Near-Term Measures

Going Concern

Fiscal Year 2014	
No	Meets
68.57	Meets
No	Meets

Fiscal Year 2015

No	Meets
67.64	Meets
No	Meets

##### Sustainability Measures

(Negative numbers indicated by parentheses)

Net Income

\$113,949	Meets
1.28	Meets
(\$488,124)	Does Not Meet

\$55,544 Meets

1.21	Meets
\$112,661	Does Not Meet

Cash Flow Detail by Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
\$402,434	(\$229,671)	(\$660,887)	(\$60,102)	\$402,434	(\$229,671)

#### Meets Board's Financial Performance Expectations

## Operational Performance

[Hide Section](#)

Charter Corporate Name: Blueprint Education, Inc.

Charter CTDS: 07-87-45-000

Charter Entity ID: 81041

Charter Status: Open

Contract Effective Date: 09/11/2002

### Operational Performance

[Hide Section](#)

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

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

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

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

 Go to top

## **APPENDIX B**

## **ACADEMIC DASHBOARDS**

# Blueprint High School

CTDS: 07-87-45-203 | Entity ID: 90158

General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments			
Academic Performance											
<h2>Academic Performance</h2>											
Edit this section.											
Blueprint High School											
		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	58	75	5	
1b. Improvement	Math	20	50	15	27.4	50	15	16	25	12.5	
	Reading	16.5	25	15	34.3	50	15	28.6	25	12.5	
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	17 / 19.8	50	20	18.5 / 19.4	50	10	16.3 / 20.7	50	10	
	Reading	NR	0	0	36.8 / 52.8	25	10	56.8 / 54.9	75	10	
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2b. Subgroup FRL	Math	18 / 18.8	50	10	25 / 18.4	75	5	11.6 / 20.5	50	2.5	
	Reading	NR	0	0	28.6 / 51.1	25	5	54.5 / 54.1	75	2.5	
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	6.2 / 5	75	5	
	Reading	NR	0	0	NR	0	0	NR	0	0	
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		B-ALT	75	5	D-ALT	25	5	C-ALT	50	5	
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		75	75	20	94	100	20	87	75	20	
<b>Overall Rating</b>		Overall Rating		Overall Rating		Overall Rating					
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet		52.5		100		56.25		100		54.38	

Standard

Less than 39: Falls Far Below Standard

# Hope High School

CTDS: 07-87-45-201 | Entity ID: 81042

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

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

53.75

100

61.25

100

49.58

100

# Hope High School Online

CTDS: 07-87-45-202 | Entity ID: 81182

General	Site Contact	Inspections	Grades	Governing Body	FY Data	Site Visits	Member Campuses	Amendments																																																																																																																																																																																																																																																																																					
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Hope High School Online																																																																																																																																																																																																																																																																																													
<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="3">2012 Alternative High School (9 to 12)</th> <th colspan="3">2013 Alternative High School (9 to 12)</th> <th colspan="3">2014 Small K-12 School (7 to 12)</th> </tr> <tr> <th colspan="2"></th> <th>Measure</th> <th>Points Assigned</th> <th>Weight</th> <th>Measure</th> <th>Points Assigned</th> <th>Weight</th> <th>Measure</th> <th>Points Assigned</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>1. Growth</b></td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>28</td><td>25</td><td>20</td></tr> <tr> <td rowspan="2">1a. SGP</td><td>Math</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>29</td><td>25</td><td>20</td></tr> <tr> <td>Reading</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td rowspan="2">1b. SGP Bottom 25%</td><td>Math</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td>Reading</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td rowspan="2">1b. Improvement</td><td>Math</td><td>21.5</td><td>50</td><td>15</td><td>23.8</td><td>50</td><td>15</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td>Reading</td><td>28.5</td><td>25</td><td>15</td><td>23.8</td><td>25</td><td>15</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td colspan="2"><b>2. Proficiency</b></td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td></tr> <tr> <td rowspan="2">2a. Percent Passing</td><td>Math</td><td>22 / 19.6</td><td>75</td><td>15</td><td>50 / 20.9</td><td>100</td><td>30</td><td>46.9 / 36.9</td><td>75</td><td>11.25</td></tr> <tr> <td>Reading</td><td>50 / 49.1</td><td>75</td><td>15</td><td>NR</td><td>0</td><td>0</td><td>70.4 / 68.7</td><td>75</td><td>11.25</td></tr> <tr> <td rowspan="2">2b. Composite School Comparison</td><td>Math</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>9.5</td><td>75</td><td>8.75</td></tr> <tr> <td>Reading</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>-3.8</td><td>50</td><td>8.75</td></tr> <tr> <td rowspan="2">2c. Subgroup ELL</td><td>Math</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td>Reading</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td rowspan="2">2c. Subgroup FRL</td><td>Math</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td>Reading</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td rowspan="2">2c. Subgroup SPED</td><td>Math</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td>Reading</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td colspan="2"><b>3. State Accountability</b></td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td></tr> <tr> <td colspan="2">3a. State Accountability</td><td>D-ALT</td><td>25</td><td>5</td><td>NR</td><td>0</td><td>0</td><td>NR</td><td>0</td><td>0</td></tr> <tr> <td colspan="2"><b>4. Graduation</b></td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td><td>Measure</td><td>Points Assigned</td><td>Weight</td></tr> <tr> <td colspan="2">4a. Graduation</td><td>Not Met</td><td>50</td><td>15</td><td>Not Met</td><td>50</td><td>15</td><td>7</td><td>25</td><td>15</td></tr> <tr> <td colspan="2">4b. Academic Persistence</td><td>100</td><td>100</td><td>20</td><td>25</td><td>25</td><td>20</td><td>N/A</td><td>N/A</td><td>N/A</td></tr> <tr> <td colspan="2"><b>Overall Rating</b></td><td colspan="2">Overall Rating</td><td colspan="2">Overall Rating</td><td colspan="2">Overall Rating</td><td colspan="2"></td></tr> </tbody> </table>											2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Small K-12 School (7 to 12)					Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	<b>1. Growth</b>		NR	0	0	NR	0	0	28	25	20	1a. SGP	Math	NR	0	0	NR	0	0	29	25	20	Reading	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0	1b. SGP Bottom 25%	Math	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0	Reading	N/A	N/A	N/A	N/A	N/A	N/A	NR	0	0	1b. Improvement	Math	21.5	50	15	23.8	50	15	N/A	N/A	N/A	Reading	28.5	25	15	23.8	25	15	N/A	N/A	N/A	<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	2a. Percent Passing	Math	22 / 19.6	75	15	50 / 20.9	100	30	46.9 / 36.9	75	11.25	Reading	50 / 49.1	75	15	NR	0	0	70.4 / 68.7	75	11.25	2b. Composite School Comparison	Math	N/A	N/A	N/A	N/A	N/A	N/A	9.5	75	8.75	Reading	N/A	N/A	N/A	N/A	N/A	N/A	-3.8	50	8.75	2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	Reading	NR	0	0	NR	0	0	NR	0	0	2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0	Reading	NR	0	0	NR	0	0	NR	0	0	2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0	Reading	NR	0	0	NR	0	0	NR	0	0	<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	3a. State Accountability		D-ALT	25	5	NR	0	0	NR	0	0	<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	4a. Graduation		Not Met	50	15	Not Met	50	15	7	25	15	4b. Academic Persistence		100	100	20	25	25	20	N/A	N/A	N/A	<b>Overall Rating</b>		Overall Rating		Overall Rating		Overall Rating			
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Scoring for Overall Rating  
89 or higher: Exceeds Standard  
<89, but > or = to 63: Meets Standard  
<63, but > or = to 39: Does Not Meet  
Standard  
Less than 39: Falls Far Below Standard

62.5

100

56.58

95

43.75

95

## **APPENDIX C**

# **RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

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

### Evaluation Overview:

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

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

## Data

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

### Blueprint High School

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

### Hope High School

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

**Hope High School Online**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Required for: Renewal

School Name: Blueprint High School

Evaluation Criteria Area: Data

Site Visit Date: June 29, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome			
[D.1] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p><b>The percentage of students meeting growth targets increased from 42% in FY15 to 44% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="587 621 1267 714"><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1267 621 1936 714"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
[D.2] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p><b>The documents provided DO NOT demonstrate improved academic performance because:</b> The percentage of students meeting growth targets decreased from 50% in FY15 to 44% in FY16. The number of students in the data for this measure also decreased from 24 students in FY15 to 18 students in FY16.</p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="587 1078 1267 1176"><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1267 1078 1936 1176"><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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[D.5] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p><b>The percentage of proficient students increased from 38% in FY15 to 40% in FY16</b></p> <p><b>Final Evaluation:</b></p>			

	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>		
<p><b>[D.6]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <p><b>The percentage of proficient students increased from 29% in FY15 to 48% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>		
<p><b>[D.11]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p><b>The percentage of proficient students remained at 0% for FY15 and FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p><b>[D.12]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <p><b>The documents provided DO NOT demonstrate improved academic performance because the percentage of proficient students decreased from 50% in FY15 to 0% in FY16. The number of students in the data for this measure also increased from 2 students in FY15 to 3 students in FY16.</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p>[D.13]</p> <p><b>BLUEPRINT</b></p> <p><b>EDUCATION_graduation Rate</b></p> <p><b>Summary</b></p> <p><b>Graduation Rate - FY13</b></p> <p><b>Graduation Rate - FY14</b></p> <p><b>Graduation Rate - FY15</b></p> <p><b>Graduation Rate - FY16</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved performance in High School Graduation Rate</p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <p><b>The three year average of the 5-year graduation rate increased from 30.7% to 38.6%.</b></p>	
	<p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Required for: Renewal

School Name: Hope High School

Evaluation Criteria Area: Data

Site Visit Date: June 29, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome			
[D.1] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p><b>The percentage of students meeting growth targets increased from 41% in FY15 to 44% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="587 665 1284 747"><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1284 665 1934 747"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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[D.2] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p><b>The percentage of students meeting growth targets increased from 35% in FY15 to 52% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="587 1057 1284 1139"><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1284 1057 1934 1139"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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[D.5] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p><b>The percentage of proficient students increased from 36% in FY15 to 42% in FY16</b></p> <p><b>Final Evaluation:</b></p>			

	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>		
<p><b>[D.6]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <p><b>The percentage of proficient students increased from 11% in FY15 to 49% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p><b>[D.9]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</b></p> <p><b>The percentage of proficient students increased from 0% in FY15 to 50% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p><b>[D.10]</b>  <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b>  <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p><b>The percentage of proficient students increased from 0% in FY15 to 50% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td> <p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p> </td><td> <p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> </td></tr> </table>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p>[D.11] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b> <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p><b>The percentage of proficient students increased from 0% in FY15 to 3% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="614 393 1269 491">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 393 1938 491"><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>	x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.12] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b> <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <p><b>The percentage of proficient students increased from 0% in FY15 to 9% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="614 752 1269 850">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 752 1938 850"><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>	x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.13] <b>BLUEPRINT EDUCATION_graduation Rate Summary</b> <b>Graduation Rate - FY13</b> <b>Graduation Rate - FY14</b> <b>Graduation Rate - FY15</b> <b>Graduation Rate - FY16</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved performance in High School Graduation Rate</p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <p><b>The three year average of the 5-year graduation rate increased from 56.3% to 56.4%.</b></p> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="614 1095 1269 1189">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 1095 1938 1189"><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>	x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Required for: Renewal

School Name: Hope High School Online

Evaluation Criteria Area: Data

Site Visit Date: June 29, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome			
[D.1] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p><b>The percentage of students meeting growth targets increased from 48% in FY15 to 100% in FY16</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="614 621 1262 714">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1262 621 1936 714"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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[D.2] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p><b>The percentage of students meeting growth targets increased from 38% in FY15 to 50% in FY16.</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="614 1046 1262 1139">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1262 1046 1936 1139"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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[D.5] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16 Data Summary_Blueprint Education</b>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p><b>The percentage of proficient students increased from 49% in FY15 to 71% in FY16.</b></p> <p><b>Final Evaluation:</b></p> <table><tr><td data-bbox="614 1372 1262 1473">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1262 1372 1936 1473"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr></table>		x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.6] <b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b> <b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b>  <b>The percentage of proficient students increased from 69% in FY15 to 83% in FY16</b>  <b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> <p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</b>  <b>The percentage of proficient students increased from 40% in FY15 to 71% in FY16</b>  <b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p> <p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</b>  <b>The percentage of proficient students increased from 69% in FY15 to 83% in FY16</b>  <b>Final Evaluation:</b></p>

<p>[D.11]</p> <p><b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b></p> <p><b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Students with disabilities – Math.</b></p> <p><b>The documents provided DO NOT demonstrate improved academic performance because there was no data Students with Disabilities in FY16.</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="614 463 1269 556"><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 463 1938 556">x Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	x Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.12]</p> <p><b>Blueprint DSP Data Aggregate Analysis 14-15 &amp; 15-16</b></p> <p><b>Data Summary_Blueprint Education</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Students with disabilities – Reading.</b></p> <p><b>The documents provided DO NOT demonstrate improved academic performance because there was no data Students with Disabilities in FY16</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="614 887 1269 979"><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 887 1938 979">x Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	x Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p>[D.13]</p> <p><b>BLUEPRINT EDUCATION_graduation Rate Summary</b></p> <p><b>Graduation Rate - FY13</b></p> <p><b>Graduation Rate - FY14</b></p> <p><b>Graduation Rate - FY15</b></p> <p><b>Graduation Rate - FY16</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved performance in High School Graduation Rate</p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <p><b>The three year average of the 5-year graduation rate increased from 17.2% to 17.9%</b></p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="614 1214 1269 1317">x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</td><td data-bbox="1269 1214 1938 1317"><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</td></tr> </table>	x Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope High  
School Online

Required for: Renewal

Evaluation Criteria Area: Curriculum

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



	<p>Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.</p> <p>6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form. In addition to Edgenuity's release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.</p> <p>Course Change Protocol - Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. Used to ensure that students are taught all standards to mastery, with the practice of teachers using this protocol when they realize changes are necessary. Changes are proposed by teachers but approved and made at the district level.</p> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.A.2]</b></p> <p>AZ Common Core ELA/Algebra 1 Alignment AZCommon Core ELA Alignment Benchmark Score Report Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR Formative Assessments Summative Assessments</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <p>The criteria and process Blueprint initially uses to evaluate curricular effectiveness is to evaluate the availability and rigor of standards covered in the curriculum. It is then guided through various summative and formative assessments provided within our curriculum. Growth and proficiency are analyzed and evaluate student learning and curricular effectiveness. These assessments are given at varied intervals within the curriculum to measure how effectively the students learn the curriculum.</p> <p>The other criteria and process Blueprint uses to evaluate curricular effectiveness is through Galileo benchmarks. The analyzed benchmark scores indicate where the curriculum might not have met student learning needs at the appropriate pace and rigor.</p> <p>AZ Common Core ELA/Algebra 1 Alignment - The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.</p> <p>Curriculum SOP The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>Formative Assessments - Results are analyzed to measure growth and proficiency to ensure curriculum is effective (daily basis), Summative Assessments (at the Unit mark), Benchmark Score Report (quarterly). Basic reviews or exit tickets are used in a digital format. Formal lesson quizzes are used after the lessons or after direct instruction. Summative assessments are done at the unit mark as well as comprehensive final exams. Benchmarks are given through ATI each quarter.</p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1199 1256 1303"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1199 1926 1303"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.A.3]</b></p> <p>6 Week Instructional Plan (Re-teach Protocol)</p> <p>Algebra 1 for Edgenuity Galileo Crosswalk</p> <p>ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk</p> <p>English/Algebra 1 BAR</p> <p>English BAR</p> <p>PLC Calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <p>AZCCR Standards and Galileo's AZMerit blueprints are used as the criteria to identify curricular gaps during regularly scheduled PLC meetings. Benchmark Assessment Review documents (BARS) and the Crosswalk documents, and Galileo results are analyzed to identify gaps and areas of weakness.</p> <p>Gap Analysis, Part 1: Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.</p> <p>6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p>PLC Calendar - This allows for district PLCs to meet on a quarterly basis to identify gaps in curriculum. Teachers meet to review issues in curriculum and then make suggestions through the Course Change Protocol. PLC meetings happen monthly, or more often, to review data.</p> <p>These documents are used to identify gaps and highlight trends in student performance data (from Galileo) that indicates large percentage of students not meeting proficiency or growth goals.</p> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1338 1246 1445"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1246 1338 1921 1445"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.B.1]</b></p> <p>6 Week Intervention Plan (Re-teach Protocol)      Algebra 1 for Edgenuity Galileo Crosswalk      Curriculum SOP      ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk      English/Algebra 1 BAR      English BAR      Intervention Alert Report</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for adopting curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <p>Blueprint's policy is to minimize any curricular gaps and to identify supplemental material that can be used to fill those gaps.</p> <p>Identify potential supplemental material to address the identified gaps using the following questions: Does the supplemental material align to the standards? Does it address the gaps identified by Gap Analysis?</p> <p>Once the gaps are identified, individual school staff meets to determine which of the supplemental options meet the needs of their campus. Results of the used supplemental material are discussed in future PLCs to determine effectiveness.</p> <p>ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</p> <p>English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</p> <p>6 Week Intervention Plan (Re-Teach Protocol) - Teacher identified list of standards that have not been met during the previous benchmarking period.</p> <p>Intervention Alert Report - The Intervention Alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. This report is used by PLCs to identify supplemental curriculum options to address the deficient standards. Used to review if the issue in the data communicates that the student is struggling, or if curriculum needs to be reviewed.</p> <p>Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="601 1183 1911 1276"> <tr> <td data-bbox="601 1183 1256 1276"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1183 1911 1276"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.B.2]</b> Supplemental Vendor Review Sheet Curriculum SOP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for evaluating new and/or supplemental curriculum options.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Curriculum SOP<ul style="list-style-type: none"><li>◦ The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.</li></ul></li><li>• Supplemental Vendor Review Sheet-This sheet is used to evaluate supplemental curriculum based on the same applicable criteria as Blueprint's primary curriculum. Criteria on the vendor review sheet includes SIS integration, standard alignment, technical support, inclusion of PD, credit recovery, RTI courses, etc.</li><li>• Based on student data, curricular weaknesses are identified and then a vendor review sheet is used to vet various curricular options.</li><li>• After the vendor sheets are submitted, demo curriculum can be used, which has been piloted for 30 days before purchasing the curriculum.</li><li>• Even though the three schools may use different curricular options, the options and decisions are brought to all school leaders to review before a change is made to ensure the choices fit each school level.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="572 833 1248 935"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1248 833 1926 935"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.C.1]</b></p> <p>6 Week Intervention Plan (Re-teach Protocol)          Course Customization Sheet          Curriculum SOP          Edgenuity Progress Report          ELA &amp; Algebra 1          GAP Analysis          PLCs          PLC standards analysis form</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for revising curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The revision process is similar to the evaluation process, except it begins from at the classroom level and expands to a school level with benchmarking. It continues to the district level in the form of revisions using aggregated data from benchmarking.</li> <li>• Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum.</li> <li>• PLCs - PLCs meetings are used to monitor the implementation of the curriculum and assess how well it is meeting the students' needs</li> <li>• 6 Week Intervention Plan (Re-Teach Protocol) - Teacher identified list of standards that have not been met during the previous benchmarking period.</li> <li>• Course Customization Sheet - This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students.</li> <li>• GAP Analysis - Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. PLCs recommendations are presented to the Leadership Team to make revisions at the district level.</li> <li>• Edgenuity Progress Report ELA &amp; Algebra 1 - The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> <li>• Curricular revisions are not made unless they are justified by data. PLC standards analysis form is used to determine if there is a widespread curricular issue across all school levels, and is broken out by each standard.</li> <li>• Course Change Protocol is used throughout the year, but an overhaul of the curriculum in terms of revision is done during a summer workshop with school leaders. This will happen in the upcoming summer to reevaluate the newly adopted curriculum that was used in this school year.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1240 1246 1338"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1246 1240 1921 1338"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.C.2]</b></p> <p>Assessment SOP          Blueprint Education QSP          Training #2 Agenda          Course Revision Guideline Sheet          Curriculum SOP          Course Curriculum Instructional Form</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for revising the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• While the process may be different depending on the level at which the revision takes place, school level or district, the criteria remains the same: content can be adjusted but assessments must remain to ensure the integrity of standards coverage, a minimum and maximum of lesson hours, must be completed.</li> <li>• Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption</li> <li>• Assessment SOP - The Galileo assessments and schedule guide curriculum instruction so that students are assessed on the material covered within the appropriate semester.</li> <li>• Blueprint Education QSP Training #2 Agenda - Charter Association's Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.</li> <li>• Course Revision Guideline Sheet - This checklist is used to ensure that each course has the appropriate components and required hours to issue credit. The Leadership Team uses this document to make district wide curriculum revisions.</li> <li>• When the teachers identify what needs to be changed, they must submit a justification for making a revision. This is done using the Course Curriculum Instructional Form to make adjustments and is submitted to admin. Teachers can use their forms within a PLC meeting to see if other teachers are making the same changes, and can be used to make authentic learning experiences more relevant based on current events, or if a more permanent revision is needed.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="570 1109 1926 1210"> <tr> <td data-bbox="570 1109 1256 1210"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.       </td><td data-bbox="1256 1109 1926 1210"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.       </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.D.1]</b></p> <p>AZCommon Core Algebra 1 Scope          AZ Common Core ELA/Algebra 1 Alignment          AZ Common Core ELA 10/Algebra 1 Scope          AZCommon Core ELA 10 Scope          BAR Algebra 1 HHS          English/Algebra 1 BAR          English BAR          Monitoring Instruction SOP          Progress Report          Teacher Evaluation Tool</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers and the site principal are held responsible to monitor the coverage by Edgenuity (digital curriculum) and supplemental sources. Evidence is provided from the Edgenuity Course alignment documents and Galileo Intervention Alert Report. Teachers also conduct "virtual walk-throughs" to ensure digital curriculum is being delivered consistently.</li> <li>• Teachers look to Edgenuity to view student reports to ensure students are moving through Edgenuity curriculum with fidelity. Principals also look to Edgenuity to view student reports and teacher feedback to ensure students are moving through Edgenuity curriculum with fidelity.</li> <li>• These expectations have been communicated through regularly scheduled meetings at each school, through the PLC meetings and through Edgenuity trainings and are monitored through the Teacher Evaluation Tool.</li> <li>• The Monitoring Instruction SOP is used to ensure that all teacher are delivering the curriculum with fidelity.</li> <li>• Progress reports inform the teachers how students are progressing and the admin uses this tool to ensure that instruction is on target.</li> <li>• Teacher Evaluation Tool is used to ensure that standards aligned instruction is being implemented with fidelity. This is used as a Google Doc, and when the admin completed the review, the teacher received is automatically.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 962 1246 1055"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.       </td><td data-bbox="1246 962 1926 1055"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.       </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.D.2]</b></p> <p>6 Week Intervention Plan (Re-teach Protocol)      Academic Coaching Forms      Annual Teacher Evaluation (Process and Procedures)      Benchmark Assessment Review (BAR)      Bi-Weekly Intervention Agreement      Coaching Form      District Walk-through and Observation Forms (All Schools)      Progress Report      QSP Scope of Work      Session Logs</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Forms have been developed by the staff and leadership or are provided through Edgenuity. Staff expectations regarding the submission of these forms are part of staff trainings. Additionally, Blueprint is a participant of the Quality Schools Program and the expectation of the program is consistent use of tools and best practices.</li> <li>• Annual Teacher Evaluation (Process and Procedures) - Peak Performance Reviews are used to measure and evaluate the consistent use of curricular tools. The expectations outlined in the Peak Performance Review are presented to staff at the beginning of the year to ensure staff awareness.</li> <li>• District Walk-through and Observation Forms (All Schools) - This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the new mode of curriculum and instruction. Pre and post conferences are necessary when the walk through form is used as a formal observation. Results are immediately shared with teachers via Google Docs.</li> <li>• Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction.</li> <li>• Academic Coaching Forms (academic &amp; behavior, long and short term) - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis.</li> <li>• Progress Report - The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> <li>• 6 Week Intervention Plan - Teacher identified list of standards that have not been met during the previous benchmarking period.</li> <li>• English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</li> <li>• QSP Scope of Work - The Quality Schools Program's outline of the PD that is provided and learning outcomes.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1199 1235 1305"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1235 1199 1926 1305"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.D.3]</b></p> <p>AZCommon Core Algebra 1 Alignment          AZCommon Core Algebra 1 Scope          AZCommon Core ELA Alignment          AZCommon Core ELA 10 Scope          BAR Algebra 1 HHS Bi-Weekly Intervention Agreement          Coaching Form          District Walk-through and Observation Forms (All Schools)          Progress Report          QSP Scope of Work          Session Logs</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Assessments within the curriculum monitor proficiency and mastery, when students need additional assistance to meet learning goals, re-teaching and intervention are implemented to provide continuing academic growth.</li> <li>• Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form.</li> <li>• Course Change Protocol - Teachers keep track and submit their suggestions for course improvements and/or revisions based on assessment results. Teachers provide supplemental material in the classroom and students with individual gaps in their standards mastery are placed in an intervention program that targets the areas of need.</li> <li>• 6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li> <li>• Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction</li> <li>• Student progress both in content and pacing is monitored on a weekly basis and students received direct coaching to assist with maintaining and or improving progress.</li> <li>• Edgenuity Standards Mastery Report - The Lesson Mastery Report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for re-teaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard by reporting out a percentage of mastery by standard.</li> <li>• Galileo Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1175 1246 1286"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1246 1175 1926 1286"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<b>[C.E.1]</b> 6 Week Instructional Plan (Re-teach Protocol) AZCommon Core Algebra 1 Alignment AZCommon Core Algebra 1 Scope AZ Common Core ELA/Algebra 1 Alignment AZ Common Core ELA 10/Algebra 1 Scope AZCommon Core ELA Alignment AZCommon Core ELA 10 Scope BAR Algebra 1 HHS Benchmark Assessment Review (BAR) Benchmark Assessment Review (BAR) Curriculum SOP ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk English/Algebra 1 BAR English BAR GAP Analysis Part 1 GAP Analysis Part 2	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for verifying that the curriculum is aligned to Arizona's College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum.</li> <li>• Curriculum SOP - The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.</li> <li>• Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments.</li> <li>• AZ Common Core ELA/Algebra 1 Alignment - The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.</li> <li>• AZ Common Core ELA 10/Algebra 1 Scope - The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.</li> <li>• ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</li> <li>• Gap Analysis, Part 1: Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.</li> <li>• English/Algebra 1 BAR - Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</li> <li>• Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.</li> <li>• 6 Week Instructional Plan (Re-teach Protocol) - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="572 1281 1256 1370"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1281 1926 1370"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<b>[C.E.2]</b> Course Change Form Edgenuity Quizzes, tests and Mastery Reports Galileo Intervention Report Principal Leadership Team meeting minutes Quarterly district PD agenda	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards when adopting or revising curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Galileo quizzes and Benchmarks are analyzed on a regular basis as part of the Arizona Charter Association's Quality Schools Program during quarterly PLC meetings. This is done at each campus and also at the district level. By analyzing the results, we can measure the effectiveness of the curricular changes as indicated by student reports in Galileo.</li> <li>• On the school/classroom level teachers keep track and submit their suggestions for course improvements and/or revisions using a Course Change Protocol Form. These changes can be monitored using Galileo Quizzes and Benchmarks Assessments and also the reports found in the digital curriculum which is linked to required standards.</li> <li>• Course Change Form - Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol</li> <li>• Galileo Intervention Report - Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.</li> <li>• Alignment documents and assessment data are used to ensure that alignment is maintained between instruction and assessment and verified by alignment to standards. Changes that are made are done using an online drag and drop format, so standards are embedded within the course. This is done at the end of each year to ensure that every change made throughout the year maintains alignment.</li> </ul>
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<p>[C.F.1]</p> <p>6 Week Instructional Plan AIP SOP Overview AZELLA Score Report Bi-Weekly Intervention Agreement Curriculum Translator IEP Redacted Individual Galileo Score Report Individualized Language Learning Plan IXL Sample Analytics Sub-group Identification in Edgenuity ILLP example Galileo Individual Score Report</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• The supplemental material has integrated assessments that are used to monitor their formative and or summative development. Galileo quizzes and eventual benchmarks are utilized to provide additional confirmation of the effectiveness of the supplemental material.</li><li>• The supplemental aides are supported by our curriculum's integrated assessments and are used to monitor the students' formative and/or summative development via pre-, and post Galileo quizzes, benchmarks, and at year end AZELLA test. The AZELLA report matches up to ILLP goals and reports out on mastery of goals.</li><li>• The effectiveness of the support and/or interventions is monitored collaboratively by the Special Education teachers, General Education teachers and administrators by analyzing student scores within the curriculum, Galileo benchmark data, and/or supplemental curriculum data.</li><li>• IXL analytics is used to determine how much time subgroup students are spending on material.</li><li>• Edgenuity groups are created by subgroup and can be monitored throughout their instruction.</li><li>• IEPs are used to track and target special education student's goals.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="572 878 1241 974"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1241 878 1921 974"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope High School Online

Required for: Renewal

Evaluation Criteria Area: Assessment

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

<p><b>[A.A.2]</b></p> <p>Algebra 1 Crosswalk      AZ Common Core ELA      10/Algebra 1 Scope      Benchmark Assessment Review (BAR)      Course Alignment      ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk      ELA 11 - 12 Crosswalk      English/Algebra 1 BAR      Test Blueprint Report Algebra 1      Test Blueprint Report ELA10</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The evaluation of the alignment of assessment tools to the curriculum comes prepared in the digital curriculum which has the lesson content “tagged” to trigger questions that build the assessments.</li> <li>• The evaluation of the assessment outside of the curriculum is an ongoing process, involving BARS and Crosswalks to ensure that assessments are evaluating content that students have covered. This is part of the quarterly PLC process, and the analysis of data identifies trends, gaps, and weaknesses within the assessment systems.</li> <li>• ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk - Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.</li> <li>• Test Blueprint Report Algebra 1 - Galileo test blueprint which we use to align our curriculum. Compares AzMERIT to Galileo to ensure testing validity.</li> <li>• Test Blueprint Report ELA 10 - Galileo test blueprint which we use to align our curriculum.</li> <li>• English/Algebra 1 BAR - These documents ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</li> <li>• AZ Common Core ELA 10/Algebra 1 Scope - The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="572 1024 1248 1119"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1248 1024 1926 1119"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[A.A.3]</b></p> <p>Algebra 1 Crosswalk      AZ Common Core ELA      10/Algebra 1 Scope      Course Alignment      ELA 10/Algebra 1 for      Edgenuity Galileo Crosswalk      ELA 9 - 10 Crosswalk      PLC Schedule      Test Blueprint Report Algebra      1      Test Blueprint Report ELA10</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Assessments are aligned to instructional methodology through an ongoing system that provides checks and balances. Blueprint's ongoing process to evaluate how the assessments are aligned to the instructional methodology is comprised of a couple parts. Teachers and Administrators use the AZMerit blueprint in Galileo to ensure all standards are covered within the curriculum. The PLCs created the Crosswalks to identify and address any gaps in curriculum. Our curriculum is digital and direct instruction is embedded within the courses. By ensuring that the course structures are aligned to our Galileo assessments, we ensure that the instructional methodology is aligned.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="580 612 1235 708"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1235 612 1921 708"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[A.B.1]</b></p> <p>6 Week Instructional Plan AIP SOP Overview AIP SOP Tiered Intervention Bi-Weekly Intervention Agreement Galileo Assessments Galileo Bi-Weekly Assessment Galileo Reports Individualized Language Learning Plan IXL Sample Analytics MyPath Non Academic AIP SOP State Assessments Sub-group Identification in Edgenuity</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• The assessment system monitors students with proficiency in the bottom 25% by measuring their growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</li><li>• The assessment system monitors ELL students' growth and proficiency at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</li><li>• The assessment system monitors students' with disabilities growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (IEP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="608 845 1262 936"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1262 845 1919 936"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[A.C.1]</b></p> <p>Blueprint Education Training #2 Sign-in sheet</p> <p>Edgenuity Progress Report ELA &amp; Algebra 1</p> <p>PLC Agenda, Sign-in and Work Product (Crosswalk Analysis)</p> <p>QSP Meeting Agenda</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The data is analyzed in a variety of intervals, both in time based (i.e., daily, weekly, quarterly, semi-annually and yearly) and based on completion of work (quizzes, tests, exams). Daily formative data is immediately provided through the digital curriculum exit tickets, quizzes, tests and assignments ready for the teacher to analyze (Edgenuity Formative &amp; Summative Assessments, MyPath). Additional analysis is done for students in weekly staff meetings from multiple viewpoints where progress is examined by multiple staff.</li> <li>• Data is analyzed bi-weekly (Galileo Quiz builder) as part of the intervention program. Lack of sufficient scoring triggers a re-teach, and or additional supports. Additionally, Galileo is used to provide quarterly benchmark information that is analyzed during quarterly district PLC meetings. Galileo Benchmarking is done 5 times a year.</li> <li>• The AzMerit state assessment is done at the completion of a course and offered 3 times a year. The data is analyzed when received at each site, if warranted the data can be brought to a Summer or August PLC meeting. . The AIMS Science test is offered once a year, the data is treated similar to the AzMerit data.</li> <li>• The AZELLA test is offered during different windows, student take it annually. The data is collected by the ELL Coordinator who will create and or adjust the student's ILLP based on the resulting scores.</li> <li>• The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> <li>• Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed</li> <li>• Charter Association's Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1248 1256 1341"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1248 1926 1341"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[A.C.2]</b> BE Course Versions Course Change Form PLC Calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>Curriculum and instruction can be adjusted for the district at any time; however, major changes are result of Quarterly PLC meeting (scheduled on the PLC calendar). PLCs analyze Galileo benchmark data to identify trends in standard mastery both strengths and deficiencies. During the scheduled PLCs meetings, teams analyze the benefits of changes, costs in time/content/depth and rigor and content mastery to determine if any changes need to be permanently made to the BE version of the class (Blueprint Education Master version). This is done by teachers filling out the Course Change Form. Upon completion, the revisions are approved by the Leadership Team and courses are updated within Blueprint's digital curriculum .</li><li>A major change, as a result of PLC is evidenced in the Edgenuity courses that have been modified and renamed BE courses versions (Screenshots included).</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="608 703 1248 802"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1248 703 1926 802"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<b>[A.C.3]</b> Blueprint Education Calendar Course Change Form Course Customization eNotes Edgenuity Progress Report ELA & Algebra 1 Edit Options Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Students can take eNotes during the instructional portions of their classes. The option can be enabled (on an individual basis) for students to have access to their notes during assessments or other learning activities.</li> <li>• The Lesson outlines have activities that provide daily formative assessments that are listed, “gated” to ensure students have to engage with them to progress, but are not made to be printed. Teachers use formative assessment data to make adjustments in instruction based on student need.</li> <li>• Course Customization - This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. Formative, Summative and benchmark data drive this process. Components of the lesson can be added or removed.</li> <li>• Blueprint Education Calendar - The calendar has the dates and times outlining the administering of Galileo assessments along with the days set aside for data analysis. The analysis is used to guide any curricular modifications.</li> <li>• Edit Options - Options that allow courses to be customized to allow limited progression and multiple opportunities for teachers to check for understanding and give feedback. This is based on teacher analysis of formative and summative assessments. This includes stopping students from moving on as well as adjusting maximum time frame allotted for testing for students who need extra time.</li> <li>• Galileo Bi-Weekly Assessment - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. The student is automatically entered into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments.</li> <li>• Edgenuity Progress Report ELA &amp; Algebra 1 - The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> <li>• Course Change Form - The Course Change Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1240 1256 1336"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1240 1919 1336"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope  
High School Online

Required for: Renewal

Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1] 6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Observation and Evaluation Process Teacher Evaluation Tool</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for monitoring that instruction is aligned with AZCCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity's MyPath individualize the learning process for student subgroups. This is monitored through teacher observations and teacher records (Bi-weekly Agreements and 6 Week Instructional Plans). These are submitted to building principals.</li><li>The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="608 894 1241 987"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1241 894 1911 987"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[M.A.2]</p> <p>6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Intervention Alert Report Lesson Mastery Report Monitoring Instruction SOP Observation and Evaluation Process Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Throughout the year, both alignment/gaps in curriculum as well as teachers are being frequently assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity's MyPath individualize the learning process for student subgroups.</li><li>Standards-based instruction throughout the year, analyzing walk-through data and cycles of observation and evaluation.</li><li>Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li><li>Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li><li>Monitoring Instruction SOP - The Monitoring Instruction Evaluation System ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.</li><li>Observation and Evaluation Process - This simply outlines the structure of the walkthrough, observation and evaluation cycle and expectations.</li><li>Intervention Alert Report -The intervention alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. The learning standards listed that do not have 75 percent of students mastering them, will be highlighted in red. Users can easily schedule follow-up assignments and/or quizzes for the learning standards, regardless of degree of student mastery.</li><li><b>The lesson mastery report</b> provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for reteaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard.</li><li>6 Week Instructional Plan - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li><li>Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction</li></ul>
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	<ul style="list-style-type: none"><li>• 6 week instructional plans are individualized for each student so that students can master all standards.</li></ul>
<b>Final Evaluation:</b>	
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<p><b>[M.B.1]</b></p> <p>AZ Common Core ELA/Algebra 1 Alignment Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Staff work with online curriculum platform to ensure content is consistent for students enrolled in same courses, ensuring instruction consistency across all campuses. Teachers can provide a variety of supplemental content to reinforce student mastery. Teacher Evaluation Tool Analytics help to provide evidence for data driven decisions and validate best instructional practices.</li> <li>• Teacher Evaluation Tool Analytics <ul style="list-style-type: none"> <li>○ The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li> </ul> </li> <li>• Teacher Evaluation Tool <ul style="list-style-type: none"> <li>○ Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 677 1256 775"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 677 1926 775"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.B.2]</b></p> <p>6 Week Instructional Plan AZ Common Core ELA/Algebra 1 Alignment Bi-Weekly Intervention Agreement Edgenuity Course Alignment Charts (ELA and Math) Edgenuity Lesson Outline ELA Sample Edgenuity Lesson Outline Math Sample Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <p>Feedback on strengths, weaknesses, and learning needs involving the quality of instruction is based on the evaluation of instructional practices such as engagement, providing supplemental/providing for gaps and reporting of data analysis and tracking the results of the instruction.</p> <ul style="list-style-type: none"> <li>• Teacher Evaluation Tool Analytics <ul style="list-style-type: none"> <li>○ The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li> </ul> </li> <li>• Teacher Evaluation Tool <ul style="list-style-type: none"> <li>○ Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="570 1281 1256 1375"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1281 1926 1375"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.B.3]</b> Monitoring Instruction SOP Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li><li>• Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li><li>• Monitoring Instruction SOP - The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness,</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="580 579 1256 672"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1256 579 1926 672"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.C.1]</b></p> <p>AIP SOP Overview  AIP SOP Academic Interventions  AIP SOP Tiered Instructional System  Bi-Weekly Intervention Agreement  Edgenuity Course Alignment Charts (ELA and Math)  Galileo Reports  IEP Redacted  Individualized Language Learning Plan  Monthly Recollection Form  MyPath  MyPath Individualized Plan with Assessments  Non Academic AIP SOP Monitoring System  Quiz Builder Screenshot Supplemental Program  Analytics-iXL  Supplemental Program Analytics-Study Island  Teacher Evaluation Tool  Weekly Reflection</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP demonstrate effectiveness.</li> <li>• Teacher Evaluation Tool - Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</li> <li>• Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> <li>• Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> <li>• Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</li> <li>• 6 Week Instructional Plan - Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li> <li>• Galileo reports - data reported from multiple reports from Galileo, such as Intervention Alert and Multi-Aggregate Report</li> <li>• Supplemental Programs Analytics Reports - Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics.</li> <li>• Bi-Weekly Intervention Agreement - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. This monitors student academic progress in identified standards and attendance during intervention.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="572 1286 1248 1382"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1248 1286 1926 1382"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[M.D.1]</p> <p>Monitoring Instruction SOP PLC Standards Analysis Form Professional Development SOP Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li><li>• Teacher Evaluation Tool - This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to our new mode of curriculum and instruction.</li><li>• Monitoring Instruction SOP - The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.</li><li>• Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li><li>• PLC Standards Analysis Form - This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. This is analyzed quarterly.</li><li>• SWOT is used three times a year to analyze strengths, weaknesses, and needs of instructional staff.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="593 931 1241 1026"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1241 931 1926 1026"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.D.2]</b></p> <p>Edgenuity Course Alignment Charts (ELA and Math)      Monitoring Instruction SOP      Observation and Evaluation Process      Teacher Evaluation Tool      Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teacher Evaluation Tool - Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li> <li>• Teacher Evaluation Tool Analytics - The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li> <li>• Observation and Evaluation Process - This simply outlines the structure of the walkthrough, observation, and evaluation cycle and expectations ensuring teachers' awareness. Teachers are able to self-reflect based on their scores. This process also allows for continual feedback and facilitates collaborative conversations.</li> <li>• Monitoring Instruction SOP - The Monitoring Instruction Evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness. This document also outlines the system parts, intervals, and process of how we use the analyzed data in our feedback loop.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td style="padding: 5px; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope  
High School Online

Required for: Renewal

Evaluation Criteria Area: Professional Development

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



<p>[P.A.2]</p> <p>Edgenuity Standards Mastery Report</p> <p>HHS SY 16-17 Calendar</p> <p>HHS QSP Training</p> <p>Intervention Alert Report</p> <p>PLC Standards Analysis Form</p> <p>Professional Development SOP</p> <p>QSP Scope of Work</p> <p>SY 16-17 Calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder's process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li><li>• SY 16-17 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need.</li><li>• QSP Scope of Work - The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.</li><li>• Edgenuity Standards Mastery Report -This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction.</li><li>• Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.</li><li>• PLC Standards Analysis Form - This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="593 975 1248 1062"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1248 975 1926 1062"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.3]</p> <p>Intervention Alert Report PLC Standards Analysis Form Professional Development SOP QSP Scope of Work Quiz Builder Screenshot Teacher Evaluation Tool Teacher Evaluation Tool Analytics</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process to determine and address the areas of high importance in the professional development plan.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li><li>• The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.</li><li>• Intervention Alert Report - Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.</li><li>• Quiz Builder Screenshot - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students.</li><li>• Teacher Evaluation Tool - This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction</li><li>• Teacher Evaluation Tool Analytics -The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li><li>• PLC Standards Analysis Form - This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="601 1166 1256 1268"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1256 1166 1926 1268"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.B.1]</p> <p>Edgenuity Training HHS SY 16-17 Calendar HHS QSP Training Professional Development SOP QSP Scope of Work QSP Training SY 16-17 Calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Edgenuity Training - All staff were trained in Edgenuity curriculum including how to meet the needs of the various subgroup students. Topics included were Course Customization, Interventions, MyPath, enabling of Text to Speech, enabling language translation, and editing options within a class.</li><li>• QSP Scope of Work - The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Throughout data analysis within the QSP, we have learned to disaggregate data to inform teachers and staff of subgroup performance.</li><li>• QSP Training - This training calendar is the outlined PD provided to HHS staff by the Quality Schools Program coach and team.</li><li>• SY 16-17 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need.</li><li>• Professional Development SOP - This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="572 703 1248 806"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1248 703 1926 806"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[P.C.1]</b></p> <p>Galileo Training HHS SY 16-17 Calendar PD Agenda from Data Driven Instruction Professional Development Budget 2016 - 2017 Quiz Builder Screenshot SY 16-17 Calendar</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• PD Agenda from Data Driven Instruction - All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association.</li> <li>• Galileo Training - The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training.</li> <li>• Quiz Builder Screenshot - Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students.</li> <li>• SY 15-16 Calendar - This calendar demonstrates that there is planned time for PD sessions to address areas of need as described through our PD SOP process.</li> <li>• QSP Scope of Work - The Quality Schools Program (year 1 of 3), provided the outline of the PD that will be provided and learning outcomes. This was one of the ways that ongoing support was provided to all staff implementing strategies learned from PD sessions. Our QSP trainer required each staff member to produce deliverables after every single PD session.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="572 1013 1248 1114"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1248 1013 1926 1114"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.C.2] SY 16-17 Calendar Professional Development Budget 2016 - 2017 Professional Development Planning Document</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Professional Development Budget 2015 – 2016 - This is the budget for this school year's PD costs. There is an ongoing financial commitment to professional development as reflected in the annual budget that includes the necessary resources to sustain high quality implementation for professional development.</li><li>• Professional Development Planning Document - This document is used to evaluate who, what, why and how of professional development.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="572 523 1248 620"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1248 523 1921 620"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<b>[P.D.1]</b> PLC Feedback PLC Standards Analysis Form QSP Deliverables Reviews/Retros Teacher Evaluation Tool Walk-Through Analytics from PD	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Teacher Evaluation Tool - This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction</li><li>• Walk-Through Analytics from PD - The Analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="612 473 1246 571"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1246 473 1926 571"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<b>[P.D.2]</b> March PD Overview PD Agenda from Data Driven Instruction PD Reflection Form PLC Discussions Professional Development SOP QSP Deliverables Quiz Builder Screenshot	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>○ PD Reflection Form - A form that every staff member fills out after attending a PD. All staff has access to review the notes and pertinent information about PD.</li><li>○ Professional Development SOP - This document is the standard operating procedures for Professional Development for the district.</li><li>○ PD Agenda from Data Driven Instruction - All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. This was monitored via the Teacher Evaluation Tool.</li><li>○ QSP Deliverables - Quiz Builder Screenshot (example of 1 deliverable)<ul style="list-style-type: none"><li>▪ Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. This was part of a PD session provided by our QSP Trainer. There was follow up to ensure the correct implementation of the strategy learned in that particular section. Coaches do walkthroughs to follow up on implementation of the PD strategies learned.</li></ul></li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="612 1224 1246 1315"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1246 1224 1926 1315"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope High  
School Online

Required for: Renewal

Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[G.A.1]</p> <p>Academic Contracts Ace of Diamonds Student Led Meetings Attendance Contracts Career Exploration Courses ECAP Development Enrollment SOP Field Trips Flex Class Scheduling Graduation Check Sheets IEP Transition Goals and Attainment Pre-Enrollment Interviews Student Services Checklist Time Travel Activity Transcripts</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder creates academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Blueprint uses three categories of tools to keep students on track: predictive interventions, timely and tailored interventions and personalized transition planning.</li><li>• Enrollment SOP - The purpose of this document is to outline the established enrollment policies and procedures at the schools within Blueprint Education.</li><li>• Graduation Check Sheets - Document used to interpret a student's transcript and outline their course and if they are on target for their graduation plan.</li><li>• Student Services Checklist - Document used to track online student academic hours, course progress and completion, and enrollment date. This is used as the graduation check sheet for students that are online.</li><li>• Pre-Enrollment Interviews- designated staff reviews the school's expectations, the student's goals and the plans for attaining those criteria. This includes a review of prior academic and behavioral history and putting them on a plan; meeting with the administration and guidance counselor before enrollment helps get them on track.</li><li>• Transcripts- culmination of a student's academic records from every school they have been enrolled in.</li><li>• Academic Contracts-All Schools - are used to track, document, and improve attendance and engagement.</li><li>• Attendance Contracts All Schools - used to track, document, and improve student's engagement.</li><li>• Career Exploration Courses are used to help students target a career and goal.</li><li>• Field Trips are taken to colleges all over the state.</li><li>• Ace of Diamonds Student Led Meetings- students meet to discuss progress of their academic goals with mentor</li><li>• Flexible Class Schedules - empowers students to schedule a start time and the number of hours they can attend.</li><li>• ECAP Development - Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement.</li><li>• IEP Transition Goals and Attainment - The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year.</li><li>• Time Travel Activity- Based on the Kids at Hope philosophy, students are taken through various "time travel" experiences to generate student career and life goals.</li></ul> <p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p><b>[G.A.2]</b></p> <p>Academic, Attendance and Behavior Contracts AIP SOP Overview AIP SOP Academic Interventions AIP SOP Tiered Instructional System Behavior Contracts ECAP Graduation Plans IEP Redacted Monthly Recollection Form Student Services Checklist Weekly Reflection</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• AIP SOP Overview - The standard operating procedure for a more timely approach to help students stay on track towards graduation and motivated to be more engaged in school. The new process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</li><li>• The AIP Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li><li>• Academic Contracts - used to track, document, and improve all student's academic, social, behavioral engagement as well as attendance .</li><li>• Behavior Contracts are used to track, document, and improve all student's behaviors and engagement, including attendance.</li><li>• Student Services Checklist, which is used to track online student academic hours, course progress and completion, and enrollment date.</li><li>• Weekly Reflection that is used a weekly basis to generate feedback for iterative improvement</li><li>• Monthly Recollection Form that summarizes the weekly reflection forms for students to reflect on and create and assess goals. On a quarterly basis students also meet with the guidance counselor to complete subsequent portions of their ECAP.</li><li>• ECAP (Education and Career Action Plans). Graduates also meet bi-annually with the guidance counselor and principal to review post high school goals embedded within the IEP and ECAP, Graduation Plans, and necessary processes that secure their planned placement after graduation.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="570 946 1246 1041"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1246 946 1926 1041"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[G.B.1]</b></p> <p>Academic Contracts Academic, Attendance and Behavior Contracts Agile Achievement Data Board AIP SOP Tiered Instructional System Attendance Contracts Behavior Contracts Graduation Plans Graduation Check Sheets Monthly Recollection Form Non Academic AIP SOP Non Academic AIP SOP Monitoring System (Behavior Interventions) Non Academic AIP SOP Monitoring System (Monitoring Protocol) Non Academic AIP SOP Monitoring System (Attendance Tracking) Progress Check - HHSO Staff Meeting Agendas Student Services Spreadsheet Teacher Tracking Forms Weekly Reflection</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Non Academic AIP SOP outlines that responsibility for student academic intervention shifts to various staff members as a student gets further and further behind. It outlines that the responsibility for student academic intervention shifts to various staff members as a student acquires more absences and tardies.</li><li>• Weekly Reflection - has been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement on a weekly basis.</li><li>• Monthly Recollection Form - monitors the effectiveness of teacher interventions, and student progress and achievement on a monthly basis.</li><li>• Student Services Spreadsheet -Our system begins with accurate and immediate reporting from all staff. We have designed a virtual hub where incidents, positive behavior, social barriers, and any impediments for a student can be logged. Once information is entered by any staff member, all staff receive an email notification about the report.</li><li>• AIP SOP Tiered Instructional System -is the standard operating procedure for a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal.</li><li>• Staff meeting agendas - reflect time slots to discuss student issues or to clarify student reports. The first line of defense in academic issues is the student's content area teacher, the second line of defense, once a student is struggling in more than one class, is the Ace of Diamond mentor or student services specialist. The third line of defense for academics is the guidance counselor and finally the principal.</li><li>• Academic, Attendance, and Behavior Contracts - are customized contracts that help students work their way back to a path of success.</li><li>• Graduation Check Sheets is a form that allows complete transparency about a student's progress towards graduation and course completions.</li><li>• Graduation Plans - is a plan that every student receives upon enrollment that outlines their course plan from their first day of attendance through their scheduled graduation date.</li><li>• The Agile Achievement Data Board - is a visible board located in every classroom that displays student achievement and progress through their courses.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="601 1302 1256 1396"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1256 1302 1926 1396"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[G.B.2]</b></p> <p>Academic Contracts Academic Intervention Plan Reports Ace of Diamonds Tracking Sheet Attendance Contracts Behavior Contracts Course Completion Report Edgenuity Progress Report Edgenuity Scores and Activity Review Edgenuity Session Log Edgenuity Standards Mastery Report Fulfilled Academic, Behavior and Attendance Contracts Present Levels Log Tools, Program, and Process Review Form</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder's process to evaluate the effectiveness of the process for providing timely supports</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• In an ongoing effort to consistently inspect, adapt, and improve our processes, our schools routinely evaluate the effectiveness of our implemented tools, programs, and processes. Every quarter, district PD that is scheduled to review curriculum and instruction, and on this same cycle each school holds their own Review and Retrospective PLC led by the principal to analyze data from contracts, reports, tracking sheets and logs.</li><li>• Fulfilled Academic, Behavior, and Attendance Contracts</li><li>• Contracts assigned to student that were completed by the student with the goal of guiding the students back to a path of success.</li><li>• The Course Completion Report - is a report generated that tracks how many courses a student completes and when they complete them. This is used as an evaluative measure to ensure the effectiveness of our systems.</li><li>• The Edgenuity Standards Mastery Report - is a report generated from Edgenuity that displays the standards that a student has mastered either individually or a group.</li><li>• The Edgenuity Progress Report - informs academic coaching staff if students have completed all assigned coursework, are catching up when behind, or are meeting targeted goals. This provides staff with the information necessary to evaluate the effectiveness of processes in place and or whether to continue or add new interventions.</li><li>• The Ace of Diamonds Tracking Sheet - is a form that is filled out by teacher and student that tracks a student's ongoing improvement.</li><li>• Edgenuity Session Log - is a report generated by Edgenuity that explicitly outlines how many exact hours of work a student spends working through their course content. This report also outlines how many hours a student is idle. This information allows us to verify the effectiveness of our academic, behavior, and social intervention strategies.</li></ul> <p><b>Final Evaluation:</b></p> <table border="1"><tr><td data-bbox="570 1052 1246 1150"><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</td><td data-bbox="1246 1052 1926 1150"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.

Site Visit Date: June 29, 2016

School Name: Blueprint High School, Hope High School, Hope  
High School Online

Required for: Renewal

Evaluation Criteria Area: Academic Persistence

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[P.A.1]</p> <p>Academic Coaching Forms Attendance Canvases (behavior and short &amp; long term) Graduation Track Email Graduation Year Plan New Student late Enrollee Tracking Session Logs Special Session Attendance (academic &amp; short and long term) Student Issues Tracker Student Survey</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to measure levels of engagement.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Student Issues Tracker (observational and data driven, long and short term)-Shared Tracker that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods.</li><li>• Graduation Year Plan (data driven and long term) - Plan developed for every student upon enrollment that plans their schedule from day 1 through graduation.</li><li>• Student Survey (Academic &amp; behavior, long term) - Survey that gathers information about students prior educational successes and failures. (used to predict barriers)</li><li>• Grad Track email (academic, long &amp; short term) - Emails are sent regularly to alert all staff of cohort graduate's course completion progress towards graduation.</li><li>• New Student Late Enrollee Tracking (academic, short &amp; long term) - Due to the self-paced fashion of Edgenuity curriculum, we found that tracking our late start students and adjusting their target start and end dates of their courses was a much better way to ensure their academic success.</li><li>• Session Logs - This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity.</li><li>• Academic Coaching Forms (academic &amp; behavior, long and short term) - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis</li><li>• Special Session Attendance (academic and long &amp; short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end. Includes Intersession open labs, Summer Sessions and Open Friday - deficits in progress/credit attainment are identified for all students</li><li>• Attendance Canvases (behavior and short &amp; long term) - Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students' potential consequences.</li></ul>
	<p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.A.2]</b></p> <p>Academic Contracts          Academic, Attendance and Behavior Contracts          Academic Coaching Forms          Attendance Canvases (behavior and short &amp; long term)          Attendance Contracts          Behavior Contracts          Delivering Hope Calendar          ECAP Sample          Flex Class Scheduling          Non Academic AIP SOP          Monitoring System (Monitoring Protocol)          Schoolmaster Log of Student Contacts - HHSO          Social Media - BHS FB page          Social Media - HHS FB page          Social Media - HHSO FB page          Special Session Attendance (academic &amp; short and long term)          Student Incentives Sample          Student Incentives SOP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to provide timely intervention for students demonstrating potential for disengagement.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Delivering Hope Calendar - Delivering Hope is the Community Service initiative at Hope High School. A series of community service events and fieldtrips have been scheduled for the entire school year.</li> <li>• ECAP Sample - Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement.</li> <li>• Student Incentives Sample - List of incentives for behavior, Assessments, and classroom engagement.</li> <li>• Student Incentives SOP - Each school has a Standard operating procedure document that outlines their incentive plan that drives the PBIS program (HERO), assessment motivation, attendance and engagement.</li> <li>• Social Media -FB pages - Each school commits to creating a social media presence to better connect with parents, students, and potential enrollees.</li> <li>• Academic, Behavior and Attendance Contracts - The schools use academic contracts to track, document, and improve all student's academic standing and growth.</li> <li>• Non Academic AIP SOP Monitoring System (Monitoring Protocol) - The standard operating procedures for how each school monitors, implements, and evaluates their achievement, attendance, and behavior plans for their students.</li> <li>• Schoolmaster Log of Student Contacts - A shared, fluid document that tracks all communication interactions between student service coordinators and students.</li> <li>• Flex Course Scheduling – BHS - BHS and HHS use flexible scheduling strategies to prevent students from dropping out and to help overcome barriers.</li> <li>• Academic Coaching Forms - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis</li> <li>• Special Session Attendance (academic and long &amp; short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end. This includes intersession open labs, Summer Sessions and Open Friday - deficits in progress/credit attainment are identified for all students</li> <li>• Attendance Canvases (behavior and short &amp; long term) - Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="572 1305 1248 1408"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.       </td><td data-bbox="1248 1305 1926 1408"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.       </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[P.A.3]</b></p> <p>Academic Coaching Forms          Attendance Canvases          (behavior and short &amp; long term)          Attendance Contracts          Grad Tracker          Parent and Student Surveys - AZ Youth Survey 2016          Special Session Attendance (academic &amp; short and long term)          Staff Meeting Notes          Student Exit Interview - Survey          Student Issues Tracker</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder evaluates these strategies to determine effectiveness.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Staff Meeting Notes - Staff meeting minutes that reflect agenda time to discuss and resolve student issues.</li> <li>• Student Issues Tracker - Shared Tracker at HHS that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows the staff and principal to notice trends with student behavior for individual students as well as class periods.</li> <li>• Grad Tracker - A list that tracks all current and potential graduates. The list is shared and updated daily as students complete courses.</li> <li>• Student Exit Interview - A survey that collects information about why students choose to leave the school. Helps to predict impediments for future students.</li> <li>• Parent and Student Surveys-AZ Youth Survey 2016 - A survey that addresses aspects of the school environment that may foster or hinder students' social and academic growth.</li> <li>• Academic Coaching Forms - All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis</li> <li>• Special Session Attendance (academic and long &amp; short term) - Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.</li> <li>• Intersession open labs</li> <li>• Summer Sessions</li> <li>• Open Friday - deficits in progress/credit attainment are identified for all students</li> <li>• Attendance Canvases (behavior and short &amp; long term) - Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences</li> <li>• Attendance Records</li> <li>• Student Contracts (brick and mortar schools)-keep track of student successes and progress.</li> <li>• Session Logs - This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1"> <tr> <td data-bbox="601 1281 1256 1380"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td><td data-bbox="1256 1281 1926 1380"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td></tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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# **APPENDIX E**

# **RENEWAL DSP SUBMISSION**



## DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

### CHARTER INFORMATION

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

### DSP CHECKLIST

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



## Demonstration of Sufficient Progress Report

### AREA I: DATA

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

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

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

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

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

#### **DATA TABLE 1**

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



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

**VALID and RELIABLE DATA**

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

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

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

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



## Demonstration of Sufficient Progress Report

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

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

**DATA TABLE 2**

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



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



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



## Demonstration of Sufficient Progress Report

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



**AREA I: DATA**

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

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

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

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

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

**DATA TABLE 1**

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



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

**VALID and RELIABLE DATA**

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

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

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

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



## Demonstration of Sufficient Progress Report

*c. What other factors are evident based upon the analysis?*

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

**DATA TABLE 2**

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p><b>To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of Algebra I, Algebra II, and Geometry. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</b></p>	<p>The Student Median Growth Percentile (SGP) in Math was calculated by aggregating the assessment data for all Math related assessments, namely Algebra 1, Algebra 2 and Geometry. While the overall trend appears to be a dip in the growth percentile from a midyear of 55% to an end of year of 44%. Thorough analysis of this data has found that the decline in growth is a result of the individual performance of two students. Since the data sample was very small to begin with “under 10 students”, the performance of a single student can dramatically impact the calculation. For this reason, we find that the decline in SGP is not an accurate measure of schoolwide growth, but, a reflection of an individual student’s ability to maintain the prescribed growth pace for the year.</p>
Student Median Growth Percentile (SGP)—Reading	<p><b>To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</b></p>	<p>The Galileo assessments were aligned to the new state test AZMerit. The CBAS test in ELA 9, 10, and 11, were our primary sources for data. After analyzing the data we also saw gains in Reading, with 27% of our students meeting the growth target at the mid-point benchmark test, with an increase to 44% by the end of year post -test demonstrating 17.17% positive total growth. Basic to intensive interventions were provided for students not demonstrating proficiency.</p>
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Math	<p><b>To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from Algebra I, Algebra II, and Geometry assessment results. Although analysis happens after each</b></p>	<p>Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.</p>



	<b>benchmark test, a more in depth look happens after each of our three main data point tests listed above.</b>	
Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Reading	<b>To analyze improvement, reading proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from ELA 9, 10, and 11 assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.</b>	Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.
Percent Passing—Math	<b>To analyze the percent passing for Math, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</b>	After analyzing the Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. We saw an increase from 0% at the baseline to 8% proficiency at the midpoint. However, by the post-test, there was a major increase to 57% passing.. This reflects 49% total growth for math.  Another observation was the increasing gains based on course. In general, all subjects demonstrated increasing proficiency, Algebra 1 (33%), Algebra 2 (50%), and Geometry (67%). In general we believe the program is meeting student needs.
Percent Passing—Reading	<b>To analyze the percent passing for Reading the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</b>	After analyzing the Reading data for proficiency, we showed overall growth from the Baseline pre-test to the post test. We saw a significant decrease from 17% at the baseline to 0% proficiency at the midpoint. However, with a change to ELA staff at the beginning of the second Semester, and intervention adjustments by the post-test, there was a major increase of 21% passing. This reflects 4% total growth for reading.  Another observation was the increasing gains based on course. In general, all subjects with the exception of ELA 12 demonstrated gains by year end, proficiency, ELA 9 (25%), ELA 10 ( 25%), and ELA 11 (67%) and ELA 12 (-20%) In general we believe the program has been improved and is meeting student needs.
Subgroup, ELL—Math	<b>To analyze the percent passing for ELL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the</b>	No Students - N/A



	<p>district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	
Subgroup, ELL—Reading	<p>To analyze the percent passing for ELL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	No Students - N/A
Subgroup, FRL—Math	<p>To analyze the percent passing for FRL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	Population >=65%, population considered standard and not a sub-group.
Subgroup, FRL—Reading	<p>To analyze the percent passing for FRL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	Population >=65%, population considered standard and not a sub-group. See percent passing, Reading and Math.
Subgroup, students with disabilities—Math	<p>To analyze the percent passing for ESS Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	After analyzing the Math data for proficiency, we showed significant growth from the Baseline pre-test to the post test. While we saw no increase from 0% at the baseline to 0% proficiency at the midpoint, by the post-test, there was a major increase to 40% passing.



<p><b>Subgroup, students with disabilities—Reading</b></p> <p>To analyze the percent passing for ESS Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p>Examination of the poor performance for this sub-group was focused in two areas, staffing and remediation approach. Staffing was changed at BHS following Semester 1 and at Hope HS during the 3rd quarter, improvement was immediately evident (see Galileo Aggregate Report ELA 9-12). Intervention was modified with increases to supplemental supports and more blended teaching opportunities (see ADE Summary, Reflection ,2 Item 3ii)</p>
<p>High School Graduation Rate (Schools serving 12<sup>th</sup> grade only)</p>	<p><b>Credit Analysis and regular progress monitoring</b></p> <p>To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p><b>N/A</b></p> <p><b>Met Board's Standards</b></p>

#### AREA I: DATA

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

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

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



## Demonstration of Sufficient Progress Report

Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	No Rating	No Rating	Yes
Subgroup, FRL—Reading	No Rating	No Rating	Yes
Subgroup, students with disabilities—Math	No Rating	No Rating	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate ( <i>High Schools Only</i> )	Does Not Meet	Falls Far Below	Yes
Academic Persistence ( <i>Alternative Schools Only</i> )	Falls Far Below	Not Applicable	No

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

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

**DATA TABLE 1**

Assessment	Assessment Tool	Notes
<u>Internal Benchmarking data</u> has been disaggregated for <b>READING</b> from:	Galileo	Students are assessed throughout their ELA courses (12 weeks to complete both A and B portions of each course) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track achievement.
<u>Internal Benchmarking data</u> has been disaggregated for <b>MATH</b> from:	Galileo	Students are assessed throughout their Math courses (12 weeks to complete both A and B portions of each course) using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth and track achievement.
<b>High School Graduation Rate</b>	Graduation Plan and Transcript Evaluation Process	To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.
<b>Academic Persistence</b>	HHSO uses several methods to detect and inform our staff of student engagement and motivation. Information from the following list is used to provide insights and patterns:  • Course	Hope High School Online employs a comprehensive approach to ensure students are motivated and engaged in school.  Levels of engagement are measured by amount/duration of work time and communication with teachers and support staff. Student Support Specialists and teachers are



<ul style="list-style-type: none"> <li>• <b>completions</b></li> <li>• <b>On-time course completions</b></li> <li>• <b>Session Logs</b></li> <li>• <b>Attendance</b></li> <li>• <b>Grad Plan Analysis</b></li> <li>• <b>Incentive Programs</b></li> <li>• <b>Meet and Greets</b></li> <li>• <b>Community Events participation</b></li> <li>• <b>Academic Agreements</b></li> <li>• <b>Attendance Agreements</b></li> </ul>	<p><b>consistently reaching out and connecting with students to assist them with the completion of their courses.</b> Student Support Specialists also send out weekly progress reports to students and parents to ensure student/parent understanding of course progress and pace. This also gives students the opportunity to discuss any life impediments that they might have. These conversations help us to better meet student needs by being flexible with time and progress. The nature of our program (ability to access and work through courses 24 hours a day/7days a week) gives students the freedom to design their own schedules. Progress reports also lead to conversations on how to help support students when they are falling behind and offer incentives to students who are forging ahead.</p> <p>Teachers also support students in ensuring content understanding and mastery. Student achievement data within the curriculum is analyzed by the teachers to provide intervention strategies if needed. This helps students to maintain motivation to ensure progress toward graduation.</p> <p><i>Refer to Academic Persistence SOP for further explanation.</i></p>
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#### **VALID and RELIABLE DATA**

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

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



the effort to maintain reliability and validity, as the new test(s) were given, adjustments were made to "cut scores" to address potential areas of concern ensuring the test and information provided was valid and reliable.

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

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

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

#### **DATA TABLE 2**

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p>To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of Algebra I, Algebra II, and Geometry. The Galileo CBAS assessments were our primary source of intervention and progress data.</p> <p>After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>The Galileo assessments were aligned to the new state test AZMerit. Each Math course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. During this particular testing cycle, 5 out of the 11 (45%) students met the Expected Growth Rate target at 6 weeks (after portion A was completed). Basic Interventions were provided for students not demonstrating proficiency. From pre to post-test, 100% of the students met the Growth Target; however, at this point, there were 3 students left in the Math courses to assess.</p>
Student Median Growth Percentile (SGP)—Reading	<p>To analyze the Student Median Growth Percentile, the school collected and analyzed data from our Galileo assessments, specifically in the areas of ELA 9/10 and 11. The Galileo CBAS assessments were our primary source of intervention and progress data. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>The Galileo assessments were aligned to the new state test AZMerit. Each ELA course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. At the end of the first 6 weeks, 7 out of 12 (58%) students met the Expected Growth Rate target, which demonstrated that they were on target for growth at halfway through the course. The course material increased in rigor and it was evident by their post-test scores. The other factor that also influences the end score is that the sample size went down by half.</p>



Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Math</b>	<p>To analyze improvement, math proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from Algebra I, Algebra II, and Geometry assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.</p>	<p>Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.</p>
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Reading</b>	<p>To analyze improvement, reading proficiency levels were analyzed by course for our three main data points; pre-test, mid-point, and post-test. Galileo benchmark data was collected from ELA 9, 10, and 11 assessment results. Although analysis happens after each benchmark test, a more in depth look happens after each of our three main data point tests listed above.</p>	<p>Although we still collect data to provide adequate interventions for our bottom 25%, Per the Dashboard Ratings Guide in the DSP template, this section is not applicable to our school.</p>
Percent Passing— <b>Math</b>	N/A	Met Board's Standards
Percent Passing— <b>Reading</b>	<p>To analyze the percent passing for Reading the school collected and analyzed data from our Galileo assessments; specifically the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level. Currently this is being done in conjunction with the AZCSA Quality Schools Program.</p>	<p>The Galileo assessments were aligned to the new state test AZMerit. Each ELA course testing cycle mirrors the way in which AZMerit is administered by having students complete the post-test at the end of the 12 week course cycle. In a 12 week cycle, students complete the A and B portions of the specific subject course. In analyzing percent passing data, we found that 27% of the students in an ELA in-course tested proficient. At the midpoint, the sample size had decreased from 15 to 9 students and the % passing increased to 56%. This demonstrated that students were on target due to the course pacing. The post-test % passing decreased to 33% (although it was an increase from the baseline). The sample size decreased to 6 students. Through analysis we uncovered that adjustments need to be made to the B portion of the courses to ensure alignment of our curriculum's pace/rigor with the Galileo post-test. The course material increased in rigor and it was evident by their post-test scores. The other factor that also influences the end score is that the sample size went down by half.</p>
Subgroup, ELL— <b>Math</b>	<p>To analyze the percent passing for ELL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional</p>	No Students - N/A



## Demonstration of Sufficient Progress Report

	<b>content teams to analyze data both at the school level and at the district level.</b>	
Subgroup, ELL—Reading	<b>To analyze the percent passing for ELL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</b>	No Students - N/A
Subgroup, FRL—Math	<b>To analyze the percent passing for FRL Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</b>	Population >=65%, population considered standard and not a sub-group.
Subgroup, FRL—Reading	<b>To analyze the percent passing for FRL Reading students, the school collected and analyzed data from our Galileo assessments; specifically in the areas of ELA 9/10 and 11. After every Benchmarking cycle the district host a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</b>	Population >=65%, population considered standard and not a sub-group.
Subgroup, students with disabilities—Math	<b>To analyze the percent passing for ESS Math students, the school collects and analyzes data through Galileo benchmark system. Specifically in the areas of Algebra I, Algebra II, and Geometry. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</b>	<p>After analyzing the ESS Math data for proficiency, we saw that none of the ESS students tested proficient. We saw no increase from 0% at the baseline to 0% proficiency at the midpoint or at the post-test level. Examination of the poor performance for this sub-group was focused in two areas: staff, level of support and lack of data points.</p> <p>1-Similar district-wide scores caused the Leadership Team to examine the trend. Upon analysis, ESS teacher instruction and support was examined. This analysis led to the eventual need for a staff change to better meet ESS student needs.</p> <p>2-The other issue with this data is that there are multiple students who did not finish the series of tests. (pre, mid and post) because extending time for course completion is an accommodation. This greatly affected our data.</p>
Subgroup, students with disabilities—Reading	<b>To analyze the percent passing for ESS Reading students, the school collects and analyzes data through Galileo benchmark</b>	After analyzing the ESS Reading data for proficiency, we saw that none of the ESS students tested proficient. We saw no increase from 0% at the



	<p>system. Specifically in the areas of ELA 9, ELA 10, ELA 11. After every Benchmarking cycle the district hosts a scheduled PD that allows cross functional content teams to analyze data both at the school level and at the district level.</p>	<p><b>baseline to 0% proficiency at the midpoint or at the post-test level. Examination of the poor performance for this sub-group was focused in two areas: staff, level of support and lack of data points.</b></p>
	<p><b>1-Similar district-wide scores caused the Leadership Team to examine the trend. Upon analysis, ESS teacher instruction and support was examined. This analysis led to the eventual need for a staff change to better meet ESS student needs.</b></p> <p><b>2-The other issue with this data is that there are multiple students who did not finish the series of tests. (pre, mid and post) because extending time for course completion is an accommodation. This greatly affected our data.</b></p>	
<p>High School Graduation Rate (Schools serving 12<sup>th</sup> grade only)</p>	<p><b>Credit Analysis and regular progress monitoring</b></p>	<p>To ensure student progress towards High School Graduation, all students are provided an analysis of credits upon enrollment, and engage in regular counseling regarding their progress towards graduation.</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p>N/A</p>	<p>N/A</p>

## AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

### A. Evaluating Curriculum

**Question #1:** What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guides that process?

#### Answer

Write answer here. Suggested word count is 400 words.

The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. Blueprint employs policies and procedures to align and implement our curriculum and measure its effectiveness. It is Blueprint's goal to ensure that teachers implement the curriculum the way it is designed in terms of pacing and content so we can be sure students are receiving standards-aligned content at the appropriate level of rigor and engagement.

#### 1. Curriculum SOP

The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments.

#### 2. AZ Common Core ELA/Algebra 1 Alignment

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.



**3. AZ Common Core ELA 10/Algebra 1 Scope**

- a. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.

**4. ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk**

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

**Gap Analysis, Part 1:** Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

**5. English/Algebra 1 BAR**

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

**Gap Analysis, Part 2:** The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

**6. 6 Week Instructional Plan (Re-teach Protocol)**

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

**Ongoing Course Improvement:** In Edgenuity, teachers will keep track of and submit their suggestions for course improvements via Course Customization form. In addition to Edgenuity's release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.

**7. Course Change Protocol**

- a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Curriculum SOP
2. AZ Common Core ELA/Algebra 1 Alignment
3. AZ Common Core ELA 10/Algebra 1 Scope
4. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk
5. English/Algebra 1 BAR



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|---|
| <ol style="list-style-type: none"> <li>6. 6 Week Instructional Plan (Re-teach Protocol)</li> <li>7. Course Change Protocol</li> </ol> |
|---|
- 
- 6. 6 Week Instructional Plan (Re-teach Protocol)
  - 7. Course Change Protocol

**Question # 2:** What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The criteria and process Blueprint initially uses to evaluate curricular effectiveness is to evaluate the availability and rigor of standards covered in the curriculum. It is then guided through various summative and formative assessments provided within our curriculum. Growth and proficiency are analyzed and evaluate student learning and curricular effectiveness. These assessments are given at varied intervals within the curriculum to measure how effectively the students learn the curriculum.

The other criteria and process Blueprint uses to evaluate curricular effectiveness is through Galileo benchmarks. The analyzed benchmark scores indicate where the curriculum might not have met student learning needs at the appropriate pace and rigor.

**1. AZ Common Core ELA/Algebra 1 Alignment**

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.

**2. Curriculum SOP**

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption

**3. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk**

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

**4. English/Algebra 1 BAR**

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

**5. Formative Assessments**

- a. Results are analyzed to measure growth and proficiency to ensure curriculum is effective (daily basis)

**6. Summative Assessments (at the Unit mark)**

**7. Benchmark Score Report (quarterly)**

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. AZ Common Core ELA/Algebra 1 Alignment
2. Curriculum SOP
3. ELA/Algebra 1 for Edgenuity Galileo Crosswalk
4. English/Algebra 1 BAR



- |   |
|---|
| <ol style="list-style-type: none"> <li>5. Formative Assessments</li> <li>6. Summative Assessments</li> <li>7. Benchmark Score Report</li> </ol> |
|---|
- 
- 5. Formative Assessments
  - 6. Summative Assessments
  - 7. Benchmark Score Report

**Question # 3:** What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

AZCCR Standards and Galileo's AZMerit blueprints are used as the criteria to identify curricular gaps during regularly scheduled PLC meetings. Benchmark Assessment Review documents (BARS) and the Crosswalk documents, and Galileo results are analyzed to identify gaps and areas of weakness.

**Gap Analysis, Part 1:** Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

**1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk**

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

**2. English/Algebra 1 BAR**

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

**Gap Analysis, Part 2:** The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

**3. 6 Week Instructional Plan (Re-teach Protocol)**

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

**4. PLC Calendar**

- a. This allows for district PLCs to meet on a quarterly basis to identify gaps in curriculum

These documents are used to identify gaps and highlight trends in student performance data (from Galileo) that indicates large percentage of students not meeting proficiency or growth goals.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

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| <ol style="list-style-type: none"> <li>1. Algebra 1 for Edgenuity Galileo Crosswalk</li> <li>2. English/Algebra 1 BAR</li> </ol> |
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## Demonstration of Sufficient Progress Report

- 3. 6 Week Instructional Plan (Re-Teach Protocol)
  - 4. PLC Calendar
- 



Demonstration of Sufficient Progress Report Template v.10/2015

**B. Adopting Curriculum**

**Question #1:** After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Blueprint's policy is to minimize any curricular gaps and to identify supplemental material that can be used to fill those gaps.

Identify potential supplemental material to address the identified gaps using the following questions: Does the supplemental material align to the standards? Does it address the gaps identified by Gap Analysis?

Once the gaps are identified, individual school staff meets to determine which of the supplemental options meet the needs of their campus. Results of the used supplemental material are discussed in future PLCs to determine effectiveness.

**1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk**

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

**2. English/Algebra 1 BAR**

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

**3. 6 Week Intervention Plan (Re-Teach Protocol)**

- a. Teacher identified list of standards that have not been met during the previous benchmarking period.

**4. Intervention Alert Report**

- a. The Intervention Alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. This report is used by PLCs to identify supplemental curriculum options to address the deficient standards.

**5. Curriculum SOP**

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. ELA 10/ Algebra 1 for Edgenuity Galileo Crosswalk
2. English/Algebra 1 BAR
3. 6 Week Intervention Plan
4. Intervention Alert Report
5. Curriculum SOP



**Question #2:** Once the Charter Holder has chosen to adopt new and/or supplemental curriculum, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Each site fills out and submits their own Supplemental Curriculum Vendor Review Sheet which identifies the accepted criteria for adopting the program/materials.

**1. Curriculum SOP**

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

**2. Supplemental Vendor Review Sheet**-This sheet is used to evaluate supplemental curriculum based on the same applicable criteria as Blueprint's primary curriculum

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- 1. Curriculum SOP
- 2. Supplemental Vendor Review Sheet

**C. Revising Curriculum**

**Question #1:** After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

**Answer**

The revision process is similar to the evaluation process, except it begins from at the classroom level and expands to a school level with benchmarking. It continues to the district level in the form of revisions using aggregated data from benchmarking.

**1. Curriculum SOP**

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum.

**2. PLCs**

- a. PLCs meetings are used to monitor the implementation of the curriculum and assess how well it is meeting the students' needs

**3. 6 Week Intervention Plan (Re-Teach Protocol)**

- a. Teacher identified list of standards that have not been met during the previous benchmarking period.

**4. Course Customization Sheet**

- a. This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students.

**5. GAP Analysis**

- a. Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. PLCs recommendations are presented to the Leadership Team to make



<p>revisions at the district level.</p> <p><b>6. Edgenuity Progress Report ELA &amp; Algebra 1</b></p> <ul style="list-style-type: none"> <li>a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> </ul>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Curriculum SOP</li> <li>2. PLCs</li> <li>3. 6 Week Intervention Plan (Re-Teach Protocol)</li> <li>4. Course Customization Sheet</li> <li>5. GAP Analysis</li> <li>6. Edgenuity Progress Report ELA &amp; Algebra 1</li> </ol>

**Question #2:** Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

<p><b>Answer</b></p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>While the process may be different depending on the level at which the revision takes place, school level or district, the criteria remains the same: content can be adjusted but assessments must remain to ensure the integrity of standards coverage, a minimum and maximum of lesson hours, must be completed.</p> <p><b>1. Curriculum SOP</b></p> <ul style="list-style-type: none"> <li>a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption</li> </ul> <p><b>2. Assessment SOP</b></p> <ul style="list-style-type: none"> <li>a. The Galileo assessments and schedule guide curriculum instruction so that students are assessed on the material covered within the appropriate semester.</li> </ul> <p><b>3. Blueprint Education QSP Training #2 Agenda</b></p> <ul style="list-style-type: none"> <li>a. Charter Association's Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.</li> </ul> <p><b>4. Course Revision Guideline Sheet</b></p> <ul style="list-style-type: none"> <li>a. This checklist is used to ensure that each course has the appropriate components and required hours to issue credit. The Leadership Team uses this document to make district wide curriculum revisions.</li> </ul>
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**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Curriculum SOP
2. Assessment SOP
3. Blueprint Education QSP Training #2 Agenda
4. Course Revision Guideline Sheet

**D. Implementing Curriculum**

**Question #1:** What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity? How have these expectations been communicated to instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Teachers and the site principal are held responsible to monitor the coverage by Edgenuity (digital curriculum) and supplemental sources. Evidence is provided from the Edgenuity Course alignment documents and Galileo Intervention Alert Report. Teachers also conduct “virtual walk-throughs” to ensure digital curriculum is being delivered consistently.

Teachers look to Edgenuity to view student reports to ensure students are moving through Edgenuity curriculum with fidelity. Principals also look to Edgenuity to view student reports and teacher feedback to ensure students are moving through Edgenuity curriculum with fidelity.

These expectations have been communicated through regularly scheduled meetings at each school, through the PLC meetings and through Edgenuity trainings and are monitored through the Teacher Evaluation Tool.

1. **ELA/ Math Quarterly Benchmark CBAS #1 & #2**
  - a. Compared sample of two subsequent benchmark exams.
2. **Monitoring Instruction SOP**
  - a. The Monitoring instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.
3. **Progress Report**
  - a. The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.
4. **AZ Common Core ELA 10/Algebra 1 Scope**
  - a. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.
5. **AZ Common Core ELA/Algebra 1 Alignment**



<ul style="list-style-type: none"> <li>a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.</li> </ul> <p><b>6. English/Algebra 1 BAR</b></p> <ul style="list-style-type: none"> <li>a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</li> </ul> <p><b>7. Teacher Evaluation Tool</b></p> <ul style="list-style-type: none"> <li>a. To ensure that AZCCRS aligned curriculum is implemented with fidelity, teachers are evaluated using the Teacher Evaluation tool.</li> </ul>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. ELA/ Math Quarterly Benchmark CBAS #1 &amp; #2</li> <li>2. Monitoring Instruction SOP</li> <li>3. Progress Report</li> <li>4. AZ Common Core ELA 10/Algebra 1 Scope</li> <li>5. AZ Common Core ELA/Algebra 1 Alignment</li> <li>6. English/Algebra 1 BAR</li> <li>7. Teacher Evaluation Tool</li> </ol>

**Question #2:** What is the Charter Holder's ongoing process to ensure consistent use of curricular tools? How have these expectations been communicated to instructional staff?

<p><b>Answer</b></p> <p><i>Write answer here. Suggested word count is 400 word</i></p> <p>Essential curricular tools are time-boxed to provide regular monitoring at finite intervals of time that vary from weekly, bi-weekly to 6 week intervals and longer. Forms have been developed by the staff and leadership or are provided through Edgenuity. Staff expectations regarding the submission of these forms are part of staff trainings. These forms are used as part of the student/course review that occurs at weekly and quarterly meetings. Additionally, Blueprint is a participant of the Quality Schools Program and the expectation of the program is consistent use of tools and best practices.</p> <ol style="list-style-type: none"> <li><b>1. Annual Teacher Evaluation (Process and Procedures)</b> <ul style="list-style-type: none"> <li>a. Peak Performance Reviews are used to measure and evaluate the consistent use of curricular tools. The expectations outlined in the Peak Performance Review are presented to staff at the beginning of the year to ensure staff awareness.</li> </ul> </li> <li><b>2. District Walk-through and Observation Forms (All Schools)</b> <ul style="list-style-type: none"> <li>a. This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction. (digital curriculum)</li> </ul> </li> <li><b>3. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction</li> </ol>
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| <p><b>4. Academic Coaching Forms</b> (academic &amp; behavior, long and short term)</p> <ul style="list-style-type: none"> <li>a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis</li> </ul> <p><b>5. Progress Report</b></p> <ul style="list-style-type: none"> <li>a. The Edgenuity Progress Report informs staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.</li> </ul> <p><b>6. 6 Week Intervention Plan</b></p> <ul style="list-style-type: none"> <li>a. Teacher identified list of standards that have not been met during the previous benchmarking period.</li> </ul> <p><b>7. English/Algebra 1 BAR</b></p> <ul style="list-style-type: none"> <li>a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.</li> </ul> <p><b>8. QSP Scope of Work</b></p> <ul style="list-style-type: none"> <li>a. The Quality Schools Program's outline of the PD that will be provided and learning outcomes.</li> </ul> |
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#### Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. Annual Teacher Evaluation (Process and Procedures)
2. District Walk-through and Observation Forms (All Schools)
3. Bi-Weekly Intervention Agreement
4. Coaching Form
5. Progress Report
6. 6 Week Intervention Plan
7. Benchmark Assessment Review (BAR)
8. QSP Scope of Work

**Question #3:** What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

#### Answer

Write answer here. Suggested word count is 400 words.

Blueprint has purchased and implemented a pre-packaged digital curriculum (Edgenuity) that teaches all grade-level AZCCR Standards (grades 3-12). As previously mentioned, a variety of documents demonstrate that all grade-level standards are taught within the appropriate courses. Assessments within the curriculum monitor proficiency and mastery, when students need additional assistance to meet learning goals, re-teaching and intervention are implemented to provide continuing academic growth.

Ongoing Course Improvement: In Edgenuity, teachers will keep track of and submit their suggestions for



course improvements via Course Customization form. In addition to Edgenuity's release of new courses, we will customize course content to improve effectiveness as needed. Teacher suggestions will filter through the Leadership Team, who will ensure rigor and alignment are not compromised with the revisions.

#### **1. Course Change Protocol**

- a. Teachers keep track and submit their suggestions for course improvements and/or revisions based on assessment results. Once the PLCs agree on specific course revisions, the Course Change Protocol Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions. Teachers provide supplemental material in the classroom and students with individual gaps in their standards mastery are placed in an intervention program that targets the areas of need.

#### **2. 6 Week Instructional Plan (Re-teach Protocol)**

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

#### **3. Bi-Weekly Intervention Agreement** - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction

Student progress both in content and pacing is monitored on a weekly basis and students received direct coaching to assist with maintaining and or improving progress.

#### **4. Edgenuity Standards Mastery Report:**

- a. The Lesson Mastery Report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for re-teaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard.

#### **5. Galileo Intervention Alert Report:**

- a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.

#### **Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Course Change Protocol
2. 6 Week Instructional Plan (Re-teach Protocol)
3. Bi-Weekly Intervention Agreement
4. Edgenuity Standards Mastery Report
5. Galileo Intervention Alert Report



**E. Alignment of Curriculum**

**Question #1:** What process does the Charter Holder use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The criteria Blueprint uses to guide our curriculum evaluation is that all AZCCR Standards are aligned at the appropriate rigor within the curriculum. Blueprint employs policies and procedures to verify alignment and measure its effectiveness. It is Blueprint's goal to ensure that teachers implement the curriculum the way it is designed in terms of pacing and content so we can be sure students are receiving standards-aligned content at the appropriate level of rigor and engagement.

**1. Curriculum SOP**

- a. The Curriculum SOP outlines all policies and procedures pertaining to curriculum. Some aspects have changed since the previous school year due to a new curriculum adoption.

Course Alignment: The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments.

**2. AZ Common Core ELA/Algebra 1 Alignment**

- a. The AZ Common Core ELA/Algebra 1 Alignment document demonstrates that each course is aligned to AZCCRS.

**3. AZ Common Core ELA 10/Algebra 1 Scope**

- b. The ELA 10/Algebra 1 Scope document outlines the course structures and how they are aligned to AZCCRS.

**4. ELA 10 /Algebra 1 for Edgenuity Galileo Crosswalk**

- a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.

Gap Analysis, Part 1: Ongoing PLC's complete Benchmark Assessment Reviews ensuring that courses are properly aligned to the Galileo assessments and that the pacing is appropriate and accurate. Results are provided to the Leadership Team to analyze and evaluate in order to make necessary adjustments.

**5. English/Algebra 1 BAR**

- a. Benchmark Assessment Reviews ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.

Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). PLCs will analyze consistency between Galileo benchmarks, internal course exams, and Mastery Reports" from Edgenuity, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings.

**6. 6 Week Instructional Plan (Re-teach Protocol)**

- a. Document outlines standards where students scored below proficient and helps to



<p>identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Curriculum SOP</li> <li>2. AZ Common Core ELA/Algebra 1 Alignment</li> <li>3. AZ Common Core ELA 10/Algebra 1 Scope</li> <li>4. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk</li> <li>5. English/Algebra 1 BAR</li> <li>6. 6 Week Instructional Plan (Re-teach Protocol)</li> </ol>

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**Question #2:** When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?

<p><b>Answer</b></p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>Galileo quizzes and Benchmarks are analyzed on a regular basis as part of the Arizona Charter Association's Quality Schools Program during quarterly PLC meetings. This is done at each campus and also at the district level. By analyzing the results, we can measure the effectiveness of the curricular changes as indicated by student reports in Galileo.</p> <p>On the school/classroom level teachers keep track and submit their suggestions for course improvements and/or revisions using a Course Change Protocol Form. These changes can be monitored using Galileo Quizzes and Benchmarks Assessments and also the reports found in the digital curriculum which is linked to required standards.</p> <ol style="list-style-type: none"> <li>1. <b>Quarterly district PD agenda</b></li> <li>2. <b>Principal Leadership Team meeting minutes.</b></li> <li>3. <b>Course Change Form</b> <ol style="list-style-type: none"> <li>a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol</li> </ol> </li> <li>4. <b>Galileo Intervention Report</b> <ol style="list-style-type: none"> <li>a. Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.</li> </ol> </li> <li>5. <b>Edgenuity Quizzes, tests and Mastery Reports</b></li> </ol>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Quarterly district PD agenda</li> <li>2. Principal Leadership Team meeting minutes</li> <li>3. Course Change Form</li> </ol>



- |  |
|--|
| <ul style="list-style-type: none"> <li>a. Teachers keep track and submit their suggestions for course improvements and/or revisions. Once the PLCs agree on specific course revisions, the Course Change Protocol</li> </ul> |
| <p>4. Galileo Intervention Report</p> <ul style="list-style-type: none"> <li>a. Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.</li> </ul> |
| <p>5. Edgenuity Quizzes, tests and Mastery Reports</p>   |
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#### **F. Adapted to Meet the Needs of Subgroups**

*Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.*

**Subgroup Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	Subgroups are assigned prescriptions targeted to their specific needs which are identified in the 6 week Instructional Plan. This plan is developed based on student achievement data from Galileo benchmarks; however, the plan includes the implementation of supplemental curriculum and/or targeted interventions outlined in the AIP SOP-Tiered Instructional System.  The Group is monitored in the digital curriculum's LMS.	<ul style="list-style-type: none"> <li>1. 6 Week Instructional Plan</li> <li>2. Bi-Weekly Intervention Agreement</li> <li>3. IXL Sample Analytics</li> <li>4. Sub-group Identification in Edgenuity</li> <li>5. AIP SOP Overview               <ul style="list-style-type: none"> <li>a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li> </ul> </li> </ul>



Demonstration of Sufficient Progress Report

		The supplemental material has integrated assessments that are used to monitor their formative and or summative development. Galileo quizzes and eventual benchmarks are utilized to provide additional confirmation of the effectiveness of the supplemental material.	
ELL students	<input type="checkbox"/>	<p>Upon enrollment, ELL students' AZELLA scores are documented. ELL students who qualify will receive an ILLP (Individual Language Learning Plan). These reports are analyzed and updated quarterly to monitor student progress and mastery of both content and language objectives.</p> <p>Curriculum options such as Text to Speech and Curriculum Translator are introduced as supplemental aides to the student.</p> <p>The supplemental aides are supported by our curriculum's integrated assessments and are used to monitor the students' formative and/or summative development via pre-, and post Galileo quizzes, benchmarks, and at year end AZELLA test.</p>	<ol style="list-style-type: none"> <li>1. Individualized Language Learning Plan</li> <li>2. AZELLA Score Report that shows growth</li> <li>3. AIP SOP Overview             <ol style="list-style-type: none"> <li>a. The Tiered Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li> </ol> </li> <li>4. Curriculum Translator             <ol style="list-style-type: none"> <li>a. All <b>ELL</b> students are identified and given modifications such as closed caption notes, translation options of content, and text to voice options selected for each of their classes. These students are also given the opportunity to take more time on their tests, and teachers may make special accommodations to allow students to use their e-notes during unit tests and final course exams.</li> </ol> </li> </ol>
Students eligible for FRL	<input type="checkbox"/>	<p>Over 65% of our population is categorized as FRL students. Because of this, interventions for this group are actually schoolwide norms.</p>	<ol style="list-style-type: none"> <li>1. 6 Week Instructional Plan</li> <li>2. Bi-Weekly Intervention Agreement</li> <li>3. IXL Sample Analytics</li> <li>4. Sub-group Identification in Edgenuity</li> <li>5. AIP SOP Overview             <ol style="list-style-type: none"> <li>a. Instructional System is designed to ensure all Blueprint students</li> </ol> </li> </ol>



## Demonstration of Sufficient Progress Report

		<p>Based on need as identified by student achievement data, students are assigned prescriptions targeted to their specific needs which are identified in the 6 week Instructional Plan. This plan is developed based on student achievement data from Galileo benchmarks; however, the plan includes the implementation of supplemental curriculum and/or targeted interventions outlined in the AIP SOP-Tiered Instructional System.</p>	<p>have targeted, intentional and monitored interventions to ensure grade level content mastery.</p>
Students with disabilities	<input type="checkbox"/>	<p>Students with Individualized Education Plans are provided support and interventions as needed per disability and plan. The group is monitored within the digital curriculum LMS. The effectiveness of the support and/or interventions is monitored collaboratively by the Special Education teachers, General Education teachers and administrators by analyzing student scores within the curriculum, Galileo benchmark data, and/or supplemental curriculum data.</p>	<ol style="list-style-type: none"> <li>1. Bi-Weekly Intervention Agreement</li> <li>2. IXL Sample Analytics</li> <li>3. Sub-group Identification in Edgenuity</li> <li>4. AIP SOP Overview <ul style="list-style-type: none"> <li>a. The Tiered Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li> </ul> </li> <li>2. IEP Redacted <ul style="list-style-type: none"> <li>a. The example shows student goals and progress based on the school program and curriculum as well as differentiated supports</li> </ul> </li> <li>3. Individual Galileo Score Report <ul style="list-style-type: none"> <li>a. This report shows the growth of a student with an IEP. The report helps us to determine the effectiveness of our curriculum and supplemental supports.</li> </ul> </li> </ol>



## Demonstration of Sufficient Progress Report



Demonstration of Sufficient Progress Report Template v.10/2015

**AREA III: ASSESSMENT**

*Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.*

**A. Developing the Assessment System**

*Complete the table below with the Charter Holder's applicable information.*

**Assessment System Table**

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What performance measures are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo CBAS	9-12	Benchmark	ELA and Math, Biology	Proficiency & growth	Quarterly
Galileo Quiz Builder	9-12	Intervention & formative	ELA and Math, Biology	Proficiency	Bi-weekly/ +/-18 times per year
Edgenuity Formative Assessments	7-12	Formative	All subject areas	Proficiency	At the completion of daily lessons/daily
Edgenuity Summative Assessment	7-12	Summative	All subject areas	Proficiency	At the completion of Units and courses/Weekly, monthly, quarterly, bi-annually or annually
Edgenuity MyPath	7-12	Diagnostic & prescriptive	Math & ELA	Proficiency	When students are identified needing special modifications/at the start of a MyPath course
AZ Merit	7-12	Summative	Reading and Math	Growth and Proficiency	3 times a year
AIMS Science	9-12	Summative	Science	Proficiency	Annually
AZELLA	7-12	Diagnostic	English Language	Proficiency	Annually



**Question #1:** What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

#### Answer

*Write answer here. Suggested word count is 400 words.*

Blueprint Education's assessment system is an ongoing process that provides a continuous stream of data from multiple sources, formative, summative, and benchmark, at regularly scheduled intervals. These intervals and tools overlap providing a cross check of the data regarding progress. These data points generate a comprehensive picture of Blueprint's efforts to achieve academic growth and proficiency for every student. At various key intervals, the reliability and validity of the tests are measured regarding their predictive ability on increasingly more comprehensive summative tests.

The criteria that guides this process and informs our decisions regarding assessment tools is in the accuracy of the tool's predictive ability (**Galileo and AZMerit Comparative Data**). The other data used to evaluate the effectiveness of assessment tools in the **Edgenuity and Galileo Comparative Data**. This is measured and monitored as part of the QSP process in each individual campus and district-wide during the quarterly **QSP meetings**.

#### Documentation

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Galileo and AZMerit comparative data showing predictive ability of Galileo (ask Dillon)
2. Edgenuity and Galileo comparative data showing predictive ability of Edgenuity
3. QSP Meeting Agenda

**Question #2:** What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

#### Answer

*Write answer here. Suggested word count is 400 words.*

The evaluation of the alignment of assessment tools to the curriculum comes prepared in the digital curriculum which has the lesson content "tagged" to trigger questions that build the assessments. The evaluation of the assessment outside of the curriculum is an ongoing process, involving BARS and Crosswalks to ensure that assessments are evaluating content that students have covered. This is part of the quarterly PLC process, and the analysis of data identifies trends, gaps, and weaknesses within the assessment systems.

1. **ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
  - a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed.
2. **Test Blueprint Report Algebra 1**
  - a. Galileo test blueprint which we use to align our curriculum.
3. **Test Blueprint Report ELA 10**



- a. Galileo test blueprint which we use to align our curriculum.
- 4. English/Algebra 1 BAR**
- a. These documents ensure that courses are properly aligned to the state standards and Galileo assessments. They are completed by teachers in PLCs to identify gaps in curriculum as well as lack of rigor.
- 5. AZ Common Core ELA 10/Algebra 1 Scope**
- a. The Scope and Sequence and Standards Alignment documents prove that curriculum content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class.

**Documentation**

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- 1. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
- 2. Test Blueprint Report Algebra 1**
- 3. Test Blueprint Report ELA 10**
- 4. English/Algebra 1 BAR**
- 5. AZ Common Core ELA 10/Algebra 1 Scope**

**Question #3:** What is the Charter Holder's ongoing process to evaluate how the assessments are aligned to the instructional methodology? What criteria guide that process?

**Answer**

Write answer here. Suggested word count is 400 words.

Assessments are aligned to instructional methodology through an ongoing system that provides checks and balances. Blueprint's ongoing process to evaluate how the assessments are aligned to the instructional methodology is comprised of a couple parts. Teachers and Administrators use the AZMerit blueprint in Galileo to ensure all standards are covered within the curriculum. The PLCs created the Crosswalks to identify and address any gaps in curriculum. Our curriculum is digital and direct instruction is embedded within the courses. By ensuring that the course structures are aligned to our Galileo assessments, we ensure that the instructional methodology is aligned.

- 1. ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk**
  - a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed
- 2. Test Blueprint Report Algebra 1**
  - a. Galileo test blueprint which we use to align our curriculum.
- 3. Test Blueprint Report ELA 10**
  - a. Galileo test blueprint which we use to align our curriculum.
- 4. PLC Schedule**
- 5. AZ Common Core ELA 10/Algebra 1 Scope**
  - a. The Scope and Sequence and Standards Alignment documents prove that curriculum



<p>content addresses (with sufficient rigor) the standards as well as Galileo assessments. The BARs and Crosswalk documents ensure that all standards tested in Galileo benchmarks are covered in each class.</p>
<p><b>Documentation</b></p> <p>Provide a bulleted list of documents that serve as evidence of implementation of this process:</p> <ol style="list-style-type: none"> <li>1. <b>ELA 10/Algebra 1 for Edgenuity Galileo Crosswalk</b></li> <li>2. <b>Test Blueprint Report Algebra 1</b></li> <li>3. <b>Test Blueprint Report ELA 10</b></li> <li>4. <b>PLC schedule</b></li> <li>5. <b>AZ Common Core ELA 10/Algebra 1 Scope</b></li> </ol>

#### B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

#### Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	The assessment system monitors students with proficiency in the bottom 25% by measuring their growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.	<ol style="list-style-type: none"> <li>1. 6 Week Instructional Plan</li> <li>2. Bi-Weekly Intervention Agreement</li> <li>3. IXL Sample Analytics</li> <li>4. Sub-group Identification in Edgenuity</li> <li>5. AIP SOP Overview <ul style="list-style-type: none"> <li>a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li> </ul> </li> <li>6. Edgenuity Progress Report</li> </ol>
ELL students	<input type="checkbox"/>	The assessment system monitors ELL students' growth and	<ol style="list-style-type: none"> <li>1. Individualized Language Learning Plan</li> </ol>



## Demonstration of Sufficient Progress Report

		<p>proficiency at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</p> <p>Qualifying ELL students will have an ILLP (Individualized Language Learning Plan). These plans are updated quarterly to ensure that ELL students are progressing and growing academically based on the various curriculum differentiations and supplemental curriculum.</p>	<ol style="list-style-type: none"> <li>2. State Assessments</li> <li>3. Galileo reports</li> <li>4. AIP SOP Overview             <ol style="list-style-type: none"> <li>a. Blueprint Education's Academic Intervention Plan provides interventions and supports based on student assessment scores.</li> </ol> </li> <li>5. AIP SOP Tiered Intervention</li> <li>6. Edgenuity Progress Report</li> <li>7. Galileo Bi-Weekly Assessment</li> <li>8. 6 Week Instructional Plan</li> </ol>
Students eligible for FRL	<input type="checkbox"/>	<p>Over 65% of our population is categorized as FRL students. Because of this, interventions for this group are actually schoolwide norms.</p> <p>The assessment system monitors FRL Students' growth and proficiency and at the end of assigned time periods (weekly-Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (ILLP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.</p>	<ol style="list-style-type: none"> <li>1. 6 Week Instructional Plan</li> <li>2. Bi-Weekly Intervention Agreement</li> <li>3. IXL Sample Analytics</li> <li>4. Sub-group Identification in Edgenuity</li> <li>5. AIP SOP Overview             <ol style="list-style-type: none"> <li>a. Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.</li> </ol> </li> <li>6. Edgenuity Progress Report</li> </ol>



Students with disabilities	<input type="checkbox"/>	The assessment system monitors students' with disabilities growth and proficiency and at the end of assigned time periods (weekly- Edgenuity Progress Reports, Bi-weekly, 6 week, Quarterly (IEP) generally and specifically in targeted areas. Results are compared to previous data and if the results are not sufficient, supplemental material is provided and/or adjustments are made.	<ol style="list-style-type: none"> <li>1. AIP SOP Overview           <ol style="list-style-type: none"> <li>a. Blueprint Education's Academic Intervention Plan provides interventions and supports based on student assessment scores.</li> </ol> </li> <li>2. AIP SOP Tiered Intervention</li> <li>3. Galileo reports</li> <li>4. Bi-Weekly Intervention Agreement</li> <li>5. IXL Sample Analytics</li> <li>6. Sub-group Identification in Edgenuity</li> <li>7. 6 Week Instructional Plan</li> </ol>
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### C. Analyzing Assessment Data

**Question #1:** What is the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

#### Answer

*Write answer here. Suggested word count is 400 words.*

The data is analyzed in a variety of intervals, both in time based (i.e., daily, weekly, quarterly, semi-annually and yearly) and based on completion of work (quizzes, tests, exams). Daily formative data is immediately provided through the digital curriculum exit tickets, quizzes, tests and assignments ready for the teacher to analyze (Edgenuity Formative & Summative Assessments, MyPath). Additional analysis is done for students in weekly staff meetings from multiple viewpoints where progress is examined by multiple staff.

Data is analyzed bi-weekly (Galileo Quiz builder) as part of the intervention program. Lack of sufficient scoring triggers a re-teach, and or additional supports. Additionally, Galileo is used to provide quarterly benchmark information that is analyzed during quarterly district PLC meetings. Galileo Benchmarking is done 5 times a year (pre-test, CBAS #3 and a Post-test).

The AzMerit state assessment is done at the completion of a course and offered 3 times a year. The data is analyzed when received at each site, if warranted the data can be brought to a Summer or August PLC meeting. . The AIMS Science test is offered once a year, the data is treated similar to the AzMerit data.

The AZELLA test is offered during different windows, student take it annually. The data is collected by the ELL Coordinator who will create and or adjust the student's ILLP based on the resulting scores.

#### 1. Edgenuity Progress Report ELA & Algebra 1

- a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level



<p>standards have been covered within the academic year.</p> <p><b>2. PLC Agenda, Sign-in and Work Product (Crosswalk Analysis)</b></p> <ul style="list-style-type: none"> <li>a. Crosswalks identify gaps in curriculum in alignment with the administered Galileo assessments. It identifies the gaps to be addressed</li> </ul> <p><b>3. Blueprint Education Training #2 Sign-in sheet</b></p> <ul style="list-style-type: none"> <li>a. Charter Association's Quality Schools Program provided necessary training for teachers and staff regarding Galileo scores and reports to ensure that tools are utilized effectively and with purpose. The PM session of this training included PLCs examining Galileo assessments and Edgenuity curriculum to develop supplemental curricular material.</li> </ul> <p><b>4. QSP Meeting Agenda</b></p>
<b>Documentation</b>
<p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Edgenuity Progress Report ELA &amp; Algebra 1</li> <li>2. PLC Agenda, Sign-in and Work Product (Crosswalk Analysis)</li> <li>3. Blueprint Education Training #2 Sign-in sheet</li> <li>4. QSP Meeting Agenda</li> </ol>

**Question #2:** What is the Charter Holder's ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

<b>Answer</b>
<p><i>Write answer here. Suggested word count is 400 words.</i></p> <p>Curriculum and instruction can be adjusted for the district at any time; however, major changes are result of Quarterly PLC meeting (scheduled on the <b>PLC calendar</b>). PLCs analyze Galileo benchmark data to identify trends in standard mastery both strengths and deficiencies. During the scheduled PLCs meetings, teams analyze the benefits of changes, costs in time/content/depth and rigor and content mastery to determine if any changes need to be permanently made to the <b>BE version of the class</b> (Blueprint Education Master version). This is done by teachers filling out the <b>Course Change Form</b>. Upon completion, the revisions are approved by the Leadership Team and courses are updated within Blueprint's digital curriculum.</p> <p>A major change, as a result of PLC is evidenced in the Edgenuity courses that have been modified and renamed <b>BE courses versions</b> (Screenshots included).</p>
<b>Documentation</b>
<p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. PLC Calendar</li> <li>2. Course Change Form</li> </ol>



3. BE Course Versions

**Question #3:** What is the Charter Holder's ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Within our digital curriculum, there are various customizations that Blueprint is able to make. Based on the data analysis, PLCs recommend adjustments included, but not limited to, course customizations course structure adjustments (which adjust the embedded instruction), enabling text to speech, enabling reviews, and/or providing transcripts of direct instruction.

**1. eNotes**

- a. Students can take eNotes during the instructional portions of their classes. The option can be enabled (on an individual basis) for students to have access to their notes during assessments or other learning activities.

**2. Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1**

- a. The Lesson outlines have activities that provide daily formative assessments that are listed, "gated" to ensure students have to engage with them to progress, but are not made to be printed. Teachers use formative assessment data to make adjustments in instruction based on student need.

**3. Course Customization**

- a. This feature can be used individually per student to make modifications or accommodations to meet the needs of ALL students, but more specifically subgroup students. Formative, Summative and benchmark data drive this process.

**4. Blueprint Education Calendar**

- a. The calendar has the dates and times outlining the administering of Galileo assessments along with the days set aside for data analysis. The analysis is used to guide any curricular modifications.

**5. Edit Options**

- a. Options that allow courses to be customized to allow limited progression and multiple opportunities for teachers to check for understanding and give feedback. This is based on teacher analysis of formative and summative assessments.

**6. Galileo Bi-Weekly Assessment**

- a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. The student is automatically entered into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments.

**7. Edgenuity Progress Report ELA & Algebra 1**

- a. The Edgenuity Progress Reports inform staff if students have completed all assigned coursework. This provides staff with the information necessary to ensure all grade-level standards have been covered within the academic year.



**8. Course Change Form**

- a. The Course Change Form is filled out and submitted to the Leadership Team, who will ensure rigor and alignments are not compromised with revisions.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. eNotes
2. Lesson Outline Including Warm-up Through Exit Ticket ELA 9/Algebra 1
3. Course Customization
4. Blueprint Education Calendar
5. Edit Options
6. Galileo Bi-Weekly Assessment
7. Edgenuity Progress Report ELA & Algebra 1
8. Course Change Form



**AREA IV: MONITORING INSTRUCTION**

*Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.*

**A. Monitoring Instruction**

**Question #1:** What is the Charter Holder's ongoing process to monitor that the instruction taking place is

- Aligned with ACCRS standards,
- Implemented with fidelity,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Every Edgenuity course is aligned to AZCCRS via the **AZ Common Core Course Alignment charts**. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity's MyPath individualize the learning process for student subgroups. This is monitored through teacher observations and teacher records (**Bi-weekly Agreements and 6 Week Instructional Plans**). These are submitted to building principals.

**1. AZ Common Core ELA/Algebra 1 Alignment**

- a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.

**2. Edgenuity Lesson Outline ELA Sample**

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

**3. Edgenuity Lesson Outline Math Sample**

- a. Lesson plan charts are no longer teacher generated and are instead Lesson outlines that are taken directly from Edgenuity.

**4. Teacher Evaluation Tool**

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

**5. Observation and Evaluation Process**

- a. This simply outlines the structure of the walkthrough, observation and evaluation cycle and expectations.

**6. 6 Week Instructional Plan**

- a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.

**7. Bi-Weekly Intervention Agreement** - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. AZ Common Core ELA/Algebra 1 Alignment
2. Edgenuity Lesson Outline ELA Sample
3. Edgenuity Lesson Outline Math Sample
4. Teacher Evaluation Tool
5. Observation and Evaluation Process
6. 6 Week Instructional Plan
7. Bi-Weekly Intervention Agreement



**Question #2:** How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Every Edgenuity course is aligned to AZCCRS via the AZ Common Core Course Alignment charts. Since Edgenuity is primarily driving the instruction delivery, every student is being exposed to the same content at the pace that is directed by them. Throughout the year, both alignment/gaps in curriculum as well as teachers are being frequently assessed to ensure a standard level of effectiveness. Specific intervention programs including Edgenuity's MyPath individualize the learning process for student subgroups.

Standards-based instruction throughout the year includes analyzing walk-through data and cycles of observation and evaluation.

**1. Teacher Evaluation Tool Analytics**

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

**2. Teacher Evaluation Tool**

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

**3. Monitoring Instruction SOP**

- a. The Monitoring Instruction Evaluation System ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.

**4. AZ Common Core ELA/Algebra 1 Alignment**

- a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.

**5. Observation and Evaluation Process**

- a. This simply outlines the structure of the walkthrough, observation and evaluation cycle



<p>and expectations.</p> <p><b>6. Edgenuity Lesson Outline ELA Sample</b></p> <ul style="list-style-type: none"> <li>a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.</li> </ul> <p><b>7. Edgenuity Lesson Outline Math Sample</b></p> <ul style="list-style-type: none"> <li>a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.</li> </ul> <p><b>8. Intervention Alert Report</b></p> <ul style="list-style-type: none"> <li>a. The intervention alert report lists all of the learning standards on a given assessment and displays the percentage of students who have demonstrated mastery of the learning standards. The learning standards listed that do not have 75 percent of students mastering them, will be highlighted in red. Users can easily schedule follow-up assignments and/or quizzes for the learning standards, regardless of degree of student mastery.</li> </ul> <p><b>9. Lesson Mastery Report</b></p> <ul style="list-style-type: none"> <li>a. The lesson mastery report provides teachers an at-a-glance view of how students are performing in all the lessons in a course. The data can be used to identify and group students for reteaching and intervention. The report can be customized with filter options to view how many students are struggling with the lesson standard.</li> </ul> <p><b>10. 6 Week Instructional Plan</b></p> <ul style="list-style-type: none"> <li>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li> </ul> <p><b>11. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction</p>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Teacher Evaluation Tool Analytics</li> <li>2. Teacher Evaluation Tool</li> <li>3. Monitoring Instruction SOP</li> <li>4. AZ Common Core ELA/Algebra 1 Alignment</li> <li>5. Observation and Evaluation Process</li> <li>6. Edgenuity Lesson Outline ELA Sample</li> <li>7. Edgenuity Lesson Outline Math Sample</li> <li>8. Intervention Alert Report</li> <li>9. Lesson Mastery Report</li> <li>10. 6 Week Instructional Plan</li> <li>11. Bi-Weekly Intervention Agreement</li> </ol>



**B. Evaluating Instructional Practices**

**Question #1:** How does the Charter Holder evaluate the instructional practices of all staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Staff work with online curriculum platform to ensure content is consistent for students enrolled in same courses, ensuring instruction consistency across all campuses. Teachers can provide a variety of supplemental content to reinforce student mastery. Teacher Evaluation Tool Analytics help to provide evidence for data driven decisions and validate best instructional practices.

**1. Teacher Evaluation Tool Analytics**

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

**2. Teacher Evaluation Tool**

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

**3. AZ Common Core ELA/Algebra 1 Alignment**

- a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.

**4. Edgenuity Lesson Outline ELA Sample**

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

**5. Edgenuity Lesson Outline Math Sample**

- a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Teacher Evaluation Tool Analytics
2. Teacher Evaluation Tool
3. AZ Common Core ELA/Algebra 1 Alignment
4. Edgenuity Lesson Outline ELA Sample
5. Edgenuity Lesson Outline Math Sample

**Question #2:** What is the Charter Holder's ongoing process to identify the quality of instruction?



<b>Answer</b> <i>Write answer here. Suggested word count is 400 words.</i>
Feedback on strengths, weaknesses, and learning needs involving the quality of instruction is based on the evaluation of instructional practices such as engagement, providing supplemental/providing for gaps and reporting of data analysis and tracking the results of the instruction.
<p><b>1. Teacher Evaluation Tool Analytics</b></p> <ul style="list-style-type: none"> <li>a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li> </ul> <p><b>2. Teacher Evaluation Tool</b></p> <ul style="list-style-type: none"> <li>a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li> </ul> <p><b>3. AZ Common Core ELA/Algebra 1 Alignment</b></p> <ul style="list-style-type: none"> <li>a. The AZ Common Core Course Alignment Charts demonstrate that each course is aligned to AZCCRS.</li> </ul> <p><b>4. Edgenuity Lesson Outline ELA Sample</b></p> <ul style="list-style-type: none"> <li>a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.</li> </ul> <p><b>5. Edgenuity Lesson Outline Math Sample</b></p> <ul style="list-style-type: none"> <li>a. Lesson plan charts are no longer teacher generated and are instead lesson outlines that are taken directly from Edgenuity.</li> </ul> <p><b>6. 6 Week Instructional Plan</b></p> <ul style="list-style-type: none"> <li>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</li> </ul> <p><b>7. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction</p>

**Documentation***Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Teacher Evaluation Tool Analytics
2. Teacher Evaluation Tool
3. AZ Common Core ELA/Algebra 1 Alignment
4. Edgenuity Lesson Outline ELA Sample
5. Edgenuity Lesson Outline Math Sample
6. 6 Week Instructional Plan
7. Bi-Weekly Intervention Agreement



**Question #3:** How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The process for identifying individual strengths, weaknesses, and needs includes:

**1. Teacher Evaluation Tool Analytics**

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

**2. Teacher Evaluation Tool**

- a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.

**3. Monitoring Instruction SOP**

- a. The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness,

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

- 1. Teacher Evaluation Tool Analytics
- 2. Teacher Evaluation Tool
- 3. Monitoring Instruction SOP

**C. Adapted to Meet the Needs of Subgroups**

*Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.*

**Subgroup Monitoring Instruction Table**

Subgroup	Exempt	What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools:	<input type="checkbox"/>	1. MyPath Individualized Plan with Assessments	1. MyPath Individualized Plan with Assessments



<p>Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<p>a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP demonstrate effectiveness.</p> <p><b>2. Teacher Evaluation Tool</b></p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p><b>3. AIP SOP Overview</b></p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p><b>4. Non Academic AIP SOP Monitoring System</b></p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p><b>5. AIP SOP Tiered Instructional System</b></p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with</p>	<p>2. Teacher Evaluation Tool</p> <p>3. AIP SOP Overview</p> <p>4. Non Academic AIP SOP Monitoring System</p> <p>5. AIP SOP Tiered Instructional System</p> <p>6. Weekly Reflection</p> <p>7. Monthly Recollection Form</p> <p>8. Quiz Builder Screenshot</p> <p>9. 6 Week Instructional Plan</p> <p>10. Galileo reports</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggreate Report</li> </ul> <p>11. Supplemental Program Analytics</p> <ul style="list-style-type: none"> <li>a. Study Island</li> <li>b. IXL</li> </ul> <p>12. Bi-Weekly Intervention Agreement</p>
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		<p>students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p><b>6. Weekly Reflection</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>7. Monthly Recollection Form</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>8. Quiz Builder Screenshot</b></p> <ul style="list-style-type: none"> <li>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</li> </ul> <p><b>9. 6 Week Instructional Plan</b></p> <ul style="list-style-type: none"> <li>a. Document outlines standards where students scored below proficient and helps to identify the</li> </ul>	
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		<p>specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p><b>10. Galileo reports</b> - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggregate Report</li> </ul> <p><b>11. Supplemental Programs Analytics Reports</b></p> <ul style="list-style-type: none"> <li>a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics.</li> </ul> <p><b>12. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. This monitors student academic progress in identified standards and attendance during intervention.</p>	
ELL Students	<input type="checkbox"/>	<p><b>1. MyPath</b></p> <ul style="list-style-type: none"> <li>a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP. demonstrate effectiveness</li> </ul>	<ol style="list-style-type: none"> <li>1. MyPath</li> <li>2. Teacher Evaluation Tool</li> <li>3. AIP SOP Overview</li> <li>4. Non Academic AIP SOP Monitoring System</li> <li>5. AIP SOP Tiered Instructional System</li> <li>6. Weekly Reflection</li> <li>7. Monthly Recollection Form</li> </ol>



		<p><b>2. Teacher Evaluation Tool</b></p> <ul style="list-style-type: none"> <li>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction.</li> </ul> <p><b>3. AIP SOP Overview</b></p> <ul style="list-style-type: none"> <li>a. Revised Standard Operating Procedures for our intervention systems.</li> </ul> <p><b>4. Non Academic AIP SOP Monitoring System</b></p> <ul style="list-style-type: none"> <li>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</li> </ul> <p><b>5. AIP SOP Tiered Instructional System</b></p> <ul style="list-style-type: none"> <li>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance</li> </ul>	<p>8. Quiz Builder Screenshot</p> <p>9. Individualized Language Learning Plan</p> <p>10. 6 Week Instructional Plan</p> <p>11. Galileo reports</p> <p>12. Supplemental Programs Analytics Reports</p> <p>13. Bi-Weekly Intervention Agreement</p>
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		<p>Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p><b>6. Weekly Reflection</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>7. Monthly Recollection Form</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>8. Quiz Builder Screenshot</b></p> <ul style="list-style-type: none"> <li>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</li> </ul> <p><b>9. Individualized Language Learning Plan</b></p> <ul style="list-style-type: none"> <li>a. Individualized Language Learning Plan used to build customized learning paths for ELL students.</li> </ul> <p><b>10. 6 Week Instructional Plan</b></p> <ul style="list-style-type: none"> <li>a. Document outlines</li> </ul>	
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		<p>standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and assessment.</p> <p><b>11. Galileo reports</b> - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggregate Report</li> </ul> <p><b>12. Supplemental Programs Analytics Reports</b></p> <ul style="list-style-type: none"> <li>a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics.</li> </ul> <p><b>13. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. This monitors student academic progress in identified standards and attendance during intervention.</p>	
Students eligible for FRL	<input type="checkbox"/>	<p><b>1. MyPath Individualized Plan with Assessments</b></p> <ul style="list-style-type: none"> <li>a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments</li> </ul>	<ol style="list-style-type: none"> <li>1. MyPath Individualized Plan with Assessments</li> <li>2. Teacher Evaluation Tool</li> <li>3. AIP SOP Overview</li> <li>4. Non Academic AIP SOP Monitoring System</li> <li>5. AIP SOP Tiered Instructional</li> </ol>



	<p>within each ILP demonstrate effectiveness.</p> <p><b>2. Teacher Evaluation Tool</b></p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p><b>3. AIP SOP Overview</b></p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p><b>4. Non Academic AIP SOP Monitoring System</b></p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p><b>5. AIP SOP Tiered Instructional System</b></p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance</p>	<p>System</p> <p>6. Weekly Reflection</p> <p>7. Monthly Recollection Form</p> <p>8. Quiz Builder Screenshot</p> <p>9. 6 Week Instructional Plan</p> <p>10. Galileo reports</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggregate Report</li> </ul> <p>11. Supplemental Program Analytics</p> <ul style="list-style-type: none"> <li>a. Study Island</li> <li>b. IXL</li> </ul> <p>12. Bi-Weekly Intervention Agreement</p>
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		<p>Counselor, Ace of Diamond Coach, and then finally the Principal.</p> <p><b>6. Weekly Reflection</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>7. Monthly Recollection Form</b></p> <ul style="list-style-type: none"> <li>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</li> </ul> <p><b>8. Quiz Builder Screenshot</b></p> <ul style="list-style-type: none"> <li>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</li> </ul> <p><b>9. 6 Week Instructional Plan</b></p> <ul style="list-style-type: none"> <li>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between</li> </ul>	
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		<p>curriculum and assessment.</p> <p><b>10. Galileo reports</b> - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggregate Report</li> </ul> <p><b>11. Supplemental Programs Analytics Reports</b></p> <ul style="list-style-type: none"> <li>a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics.</li> </ul> <p><b>12. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. This monitors student academic progress in identified standards and attendance during intervention.</p>	
Students with disabilities	<input type="checkbox"/>	<p><b>1. IEP Redacted</b></p> <ul style="list-style-type: none"> <li>a. Individualized education plan for students with identified disabilities</li> </ul> <p><b>2. MyPath Individualized Plan with Assessments</b></p> <ul style="list-style-type: none"> <li>a. MyPath is a resource within Edgenuity which creates an Individualized Learning Plan for each student. The assessments within each ILP</li> </ul>	<ol style="list-style-type: none"> <li>1. IEP redacted</li> <li>2. MyPath Individualized Plan with Assessments</li> <li>3. Teacher Evaluation Tool</li> <li>4. AIP SOP Overview</li> <li>5. Non Academic AIP SOP Monitoring System</li> <li>6. AIP SOP Tiered Instructional System</li> <li>7. Weekly Reflection</li> <li>8. Monthly Recollection Form</li> <li>9. Quiz Builder Screenshot</li> <li>10. 6 Week Instructional Plan</li> <li>11. Galileo reports</li> <li>a. Intervention Alert</li> </ol>



	<p>demonstrate effectiveness.</p> <p><b>3. Teacher Evaluation Tool</b></p> <p>a. Walk through form that is aligned to our new mode of curriculum and instruction. Allows Principal to check for subgroup awareness and interventions during classroom instruction</p> <p><b>4. AIP SOP Overview</b></p> <p>a. Revised Standard Operating Procedures for our intervention systems.</p> <p><b>5. Non Academic AIP SOP Monitoring System</b></p> <p>a. AIP SOP- for the Non Academic Monitoring System reflects a more timely approach to help students stay on track. The process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.</p> <p><b>6. AIP SOP Tiered Instructional System</b></p> <p>a. AIP SOP - for the Tiered Instructional System reflects a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond</p>	<p>b. Multi-Aggregate Report</p> <p>12. Supplemental Program Analytics</p> <p>a. Study Island b. IXL</p> <p>13. Bi-Weekly Intervention Agreement</p>
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		<p>Coach, and then finally the Principal.</p> <p><b>7. Weekly Reflection</b></p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p><b>8. Monthly Recollection Form</b></p> <p>a. Weekly and Monthly Reflection Forms have been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement.</p> <p><b>9. Quiz Builder Screenshot</b></p> <p>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard.</p> <p><b>10. 6 Week Instructional Plan</b></p> <p>a. Document outlines standards where students scored below proficient and helps to identify the specifics as to why the student didn't meet the standard. This helps us to know where there is not alignment between curriculum and</p>	
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	<p>assessment.</p> <p><b>11. Galileo reports</b> - data reported from multiple reports from Galileo, such as</p> <ul style="list-style-type: none"> <li>a. Intervention Alert</li> <li>b. Multi-Aggregate Report</li> </ul> <p><b>12. Supplemental Programs Analytics Reports</b></p> <ul style="list-style-type: none"> <li>a. Supplemental programs such as iXL and Study Island provide analytics based on student performance and assessments. Teachers are able to verify effectiveness of these tools based on these analytics.</li> </ul> <p><b>13. Bi-Weekly Intervention Agreement</b> - teacher and student agreement identifying areas of academic weaknesses, prescriptions for remediation and staff and student responsibility for instruction. This monitors student academic progress in identified standards and attendance during intervention.</p>	
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#### **D. Providing Feedback that Develops the Quality of Teaching**

**Question #1:** How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

##### **Answer**

*Write answer here. Suggested word count is 400 words.*

##### **1. Teacher Evaluation Tool Analytics**

- a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.

##### **2. Teacher Evaluation Tool**

- a. This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to our new mode of curriculum and



<p>instruction.</p> <p><b>3. Monitoring Instruction SOP</b></p> <ul style="list-style-type: none"> <li>a. The Monitoring Instruction evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.</li> </ul> <p><b>4. Professional Development SOP</b></p> <ul style="list-style-type: none"> <li>a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li> </ul> <p><b>5. PLC Standards Analysis Form</b></p> <ul style="list-style-type: none"> <li>a. This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.</li> </ul>
<p><b>Documentation</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ul style="list-style-type: none"> <li>1. Teacher Evaluation Tool Analytics</li> <li>2. Teacher Evaluation Tool</li> <li>3. Monitoring Instruction SOP</li> <li>4. Professional Development SOP</li> <li>5. PLC Standards Analysis Form</li> </ul>

**Question #2:** How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

<p><b>Answer</b></p> <p><i>Write answer here. Suggested word count is 400 words.</i></p> <p><b>1. Teacher Evaluation Tool</b></p> <ul style="list-style-type: none"> <li>a. Walk through form is aligned to our new mode of curriculum and instruction. The tool has imbedded features that send a copy of each completed observation to the teacher for immediate feedback.</li> </ul> <p><b>2. Teacher Evaluation Tool Analytics</b></p> <ul style="list-style-type: none"> <li>a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</li> </ul> <p><b>3. Observation and Evaluation Process</b></p> <ul style="list-style-type: none"> <li>a. This simply outlines the structure of the walkthrough, observation, and evaluation cycle and expectations ensuring teachers' awareness. Teacher are able to self-reflect based on their scores. This process also allows for continual feedback and facilitates collaborative conversations.</li> </ul> <p><b>4. Monitoring Instruction SOP</b></p> <ul style="list-style-type: none"> <li>a. The Monitoring Instruction Evaluation system ensures that teachers are routinely and systematically assessed at frequent intervals. Principals will monitor instruction daily,</li> </ul>
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weekly, quarterly, and annually to gauge and review teaching effectiveness. This document also outlines the system parts, intervals, and process of how we use the analyzed data in our feedback loop.

#### **Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Teacher Evaluation Tool
2. Teacher Evaluation Tool Analytics
3. Observation and Evaluation Process
4. Monitoring Instruction SOP

### **AREA V: PROFESSIONAL DEVELOPMENT**

*Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.*

#### **A. Development of the Professional Development Plan**

**Question #1:** What is the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

#### **Answer**

*Write answer here. Suggested word count is 400 words.*

- 1. Professional Development SOP**
  - a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.
- 2. SY 16-17 Calendar**
  - a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.
- 3. QSP Scope of Work**
  - a. This document describes the Professional Development provided by the Arizona Charter Association' Quality Schools Program. All 3 schools are participants in the Quality Schools Program and receive the scope of work described.
- 4. QSP Training**
  - a. This training calendar is the outlined PD provided to staff by the Quality Schools Program coach and team. The example provided is from, just one of the schools in the program.
- 5. Edgenuity Standards Mastery Report**
  - a. This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction.
- 6. Intervention Alert Report**
  - a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.
- 7. PLC Standards Analysis Form**



- a. This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Professional Development SOP
2. SY 16-17 Calendar
3. Quality Schools Program Scope of Work
4. QSP Training
5. Edgenuity Standards Mastery Report
6. Intervention Alert Report
7. PLC Standard Analysis Form

**Question #2:** What is the Charter Holder's ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

**Answer**

*Write answer here. Suggested word count is 400 words.*

- 1. Professional Development SOP**
  - a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.
- 2. SY 16-17 Calendar**
  - a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.
- 3. QSP Scope of Work**
  - a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.
- 4. Edgenuity Standards Mastery Report**
  - a. This report is an overview of standards that students have mastered. These reports are analyzed in conjunction with Galileo assessment results by the Leadership Team to determine if PD is needed to support instruction.
- 5. Intervention Alert Report**
  - a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.
- 6. PLC Standards Analysis Form**
  - a. This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.



Documentation
<p>Provide a bulleted list of documents that serve as evidence of implementation of this process:</p> <ol style="list-style-type: none"> <li>1. Professional Development SOP</li> <li>2. SY 16-17 Calendar</li> <li>3. QSP Scope of Work</li> <li>4. Edgenuity Standards Mastery Report</li> <li>5. Intervention Alert Report</li> <li>6. PLC Standard Analysis Form</li> </ol>

**Question #3:** What is the Charter Holder's ongoing process to address the areas of high importance in the professional development plan? How are the areas of high importance determined?

Answer
<p>Write answer here. Suggested word count is 400 words.</p> <ol style="list-style-type: none"> <li><b>1. Professional Development SOP</b> <ol style="list-style-type: none"> <li>a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li> </ol> </li> <li><b>2. QSP Scope of Work</b> <ol style="list-style-type: none"> <li>a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes.</li> </ol> </li> <li><b>3. Intervention Alert Report</b> <ol style="list-style-type: none"> <li>a. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to analyze the data and make instructional decisions. Teachers received training on the Intervention Alert within Galileo to make informed educational decisions for their students.</li> </ol> </li> <li><b>4. Quiz Builder Screenshot</b> <ol style="list-style-type: none"> <li>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students.</li> </ol> </li> <li><b>5. Teacher Evaluation Tool</b> <ol style="list-style-type: none"> <li>a. This tool outlines the structure of the walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction</li> </ol> </li> <li><b>6. Teacher Evaluation Tool Analytics</b></li> </ol>



<p>a. The analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.</p> <p><b>7. PLC Standards Analysis Form</b></p> <p>a. This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided.</p>
<b>Documentation</b>
<p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <ol style="list-style-type: none"> <li>1. Professional Development SOP</li> <li>2. QSP Scope of Work</li> <li>3. Intervention Alert Report</li> <li>4. Quiz Builder Screenshot</li> <li>5. Teacher Evaluation Tool</li> <li>6. Teacher Evaluation Tool Analytics</li> <li>7. PLC Standard Analysis Form</li> </ol>

### **B. Adapted to Meet the Needs of Subgroups**

**Question #1:** Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.

<b>Answer</b>
<p><i>Write answer here. Suggested word count is 400 words.</i></p> <ol style="list-style-type: none"> <li><b>1. Edgenuity Training</b> <ul style="list-style-type: none"> <li>a. All staff were trained in Edgenuity curriculum including how to meet the needs of the various subgroup students. Topics included were Course Customization, Interventions, MyPath, enabling of Text to Speech, enabling language translation, and editing options within a class.</li> </ul> </li> <li><b>2. QSP Scope of Work</b> <ul style="list-style-type: none"> <li>a. The Quality Schools Program, provided outline of the PD that will be provided and learning outcomes. Throughout data analysis within the QSP, we have learned to disaggregate data to inform teachers and staff of subgroup performance.</li> </ul> </li> <li><b>3. QSP Training</b> <ul style="list-style-type: none"> <li>a. This training calendar is the outlined PD provided to HHS staff by the Quality Schools Program coach and team.</li> </ul> </li> <li><b>4. SY 16-17 Calendar</b> <ul style="list-style-type: none"> <li>a. This calendar demonstrates that there is planned time for PD sessions to address areas of need.</li> </ul> </li> <li><b>5. Professional Development SOP</b> <ul style="list-style-type: none"> <li>a. This document is the standard operating procedures for Professional Development for the district. It describes Blueprint's process for designing and carrying out professional development.</li> </ul> </li> </ol>



<b>Documentation</b>
<p>Provide a bulleted list of documents that serve as evidence of implementation of this process:</p> <ol style="list-style-type: none"> <li>1. Edgenuity Training</li> <li>2. QSP Scope of Work</li> <li>3. QSP Training</li> <li>4. SY 16-17 Calendar</li> <li>5. Professional Development SOP</li> </ol>

### C. Supporting High Quality Implementation

**Question #1:** What is the Charter Holder's ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

<b>Answer</b>
<p>Write answer here. Suggested word count is 400 words.</p> <ol style="list-style-type: none"> <li>1. <b>PD Agenda from Data Driven Instruction</b> <ol style="list-style-type: none"> <li>a. All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association.</li> </ol> </li> <li>2. <b>Galileo Training</b> <ol style="list-style-type: none"> <li>a. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training.</li> </ol> </li> <li>3. <b>Quiz Builder Screenshot</b> <ol style="list-style-type: none"> <li>a. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. We will automatically enter that student into a direct instruction mini class where they will focus specifically on each non mastered standard. Students who need additional support are identified from various assessments. It was discovered that teachers needed additional training to build quizzes to progress monitor the effectiveness of interventions. Teachers received training on the Quiz Builder function within Galileo to create appropriate and targeted quizzes for their students.</li> </ol> </li> <li>4. <b>Professional Development Budget 2015 - 2016</b> <ol style="list-style-type: none"> <li>a. This is the budget for this school year's PD costs.</li> </ol> </li> <li>5. <b>SY 15-16 Calendar</b> <ol style="list-style-type: none"> <li>a. This calendar demonstrates that there is planned time for PD sessions to address areas of need as described through our PD SOP process.</li> </ol> </li> <li>6. <b>QSP Scope of Work</b> <ol style="list-style-type: none"> <li>a. The Quality Schools Program (year 1 of 3), provided the outline of the PD that will be provided and learning outcomes. This was one of the ways that ongoing support was provided to all staff implementing strategies learned from PD sessions. Our QSP trainer required each staff member to produce deliverables after every single PD session.</li> </ol> </li> </ol>

### **Documentation**



*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. PD Agenda from Data Driven Instruction
2. Galileo Training
3. Quiz Builder Screenshot
4. Professional Development Budget 2016 - 2017
5. SY 16-17 Calendar
6. QSP Scope of Work

**Question #2:** What is the Charter Holder's ongoing process to identify concrete resources, necessary for high quality implementation, for instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

**1. Professional Development Budget 2015 - 2016**

- a. This is the budget for this school year's PD costs. There is an ongoing financial commitment to professional development as reflected in the annual budget that includes the necessary resources to sustain high quality implementation for professional development.

**2. Professional Development Planning Document**

- a. This document is used to evaluate who, what, why and how of professional development.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Professional Development Budget 2016 - 2017
2. PD Planning Document



**D. Monitoring Implementation**

**Question #1:** What is the Charter Holder's ongoing process to monitor the implementation of the strategies learned in professional development sessions?

**Answer**

*Write answer here. Suggested word count is 400 words.*

- 1. Teacher Evaluation Tool**
  - a. This tool outlines the structure of the Walkthrough, observation, and evaluation cycle and expectations; Walk through form that is aligned to the our new mode of curriculum and instruction
- 2. Walk-Through Analytics from PD**
  - a. The Analytics for this form provides critical summative information that allows the administrators and leadership team to make data driven decisions about curriculum and instruction.
- 3. PLC Feedback**
  - a. Professional Learning Community Meeting Notes (All staff; cross curriculum teams)
- 4. Reviews/Retros**
  - a. All teams in the district participate in Reviews and Retros on a 2 week cycle to reflect upon work produced and delivered. The Retros give teams an opportunity to reflect upon new and implemented strategies to monitor implementation and effectiveness.
- 5. QSP Deliverables**
  - a. Our QSP trainer required each staff member to produce deliverables after every single PD session. These are completed by teachers and monitored by school administrators. The deliverables are discussed with QSP trainer to ensure consistent implementation.
- 6. PLC Standards Analysis Form**
  - a. This document is used to analyze an individual school's effectiveness in meeting standards as well as the strength of the organization. Areas where there are general weaknesses are identified and appropriate Professional Development can be provided. Improvements in areas previously identified as requiring PD can be checked for improvement.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Teacher Evaluation Tool
2. Walk-Through Analytics from PD
3. PLC Feedback
4. Reviews/Retros
5. QSP Deliverables
6. PLC Standards Analysis Form



**Question #2:** How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

**Answer**

*Write answer here. Suggested word count is 400 words.*

**1. PD Reflection Form**

- a. A form that every staff member fills out after attending a PD. All staff has access to review the notes and pertinent information about PD.

**2. Professional Development SOP**

- a. This document is the standard operating procedures for Professional Development for the district.

**3. PD Agenda from Data Driven Instruction**

- a. All Blueprint staff attended a PD within the Data Driven Instruction Series through AZ Charter School Association. The training not only taught staff the necessary skills to build targeted quizzes, but also gave them time to build and implement the newly learned skill during the training. This was monitored via the **Teacher Evaluation Tool**.

**4. QSP Deliverables****a. Quiz Builder Screenshot (example of 1 deliverable)**

- i. Using the Quiz Builder feature in Galileo, every student is listed for each standard that they have NOT mastered. This was part of a PD session provided by our QSP Trainer. There was follow up to ensure the correct implementation of the strategy learned in that particular section.

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. PD Reflection Form
2. Professional Development SOP
3. PD Agenda from Data Driven Instruction
  - a. Teacher Evaluation Tool
4. QSP Deliverables
  - a. Quiz Builder Screenshot

**AREA VI: GRADUATION RATE (if applicable)**

*Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.*



**A. Monitoring Progress Toward Timely Graduation**

**Question #1:** What is the Charter Holder's ongoing process to create academic and career plans?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Blueprint Education strives to meet the individual learning needs of our students through a rigorous yet differentiated academic program. At times, however, some students demonstrate the need for additional support to master content objectives. As a result, Blueprint Education provides targeted academic and supplementary interventions through a collaborative process to ensure that content mastery is leveraged with tailored student support services. The target intervention services are provided when students are at risk of not meeting proficiency levels on Arizona standardized assessments or when pre qualifiers or performance indicates that other barriers may affect their achievement. The criterion that we follow to create effective academic and career plans are:

Predictive Identification Tools include:

- 1. Enrollment SOP**
  - a. The purpose of this document is to outline the established enrollment policies and procedures at the schools within Blueprint Education
- 2. Graduation Check Sheets**
  - a. Document used to interpret a student's transcript and outline their course and graduation plan.
- 3. Student Services Checklist**
  - a. Document used to track online student academic hours, course progress and completion, and enrollment date.
- 4. Pre-Enrollment Interviews-**
  - a. designated staff review the school's expectations, the student's goals and the plans for attaining those criteria.
- 5. Transcripts**-Legal document that is a culmination of a student's academic records from every school they have been enrolled in.

Timely Tailored Interventions include:

- 1. Academic Contracts-All Schools**
  - a. are used to track, document, and improve all student's attendance and engagement.
- 2. Attendance Contracts All Schools**
  - a. are used to track, document, and improve all student's academic & behavioral engagement.
- 3. Career Exploration Courses**
- 4. Field Trips**
- 5. Ace of Diamonds Student Led Meetings-** students meet to discuss progress of their academic goals with teacher mentor
- 6. Flexible Class Schedules** - empowers students to schedule a start time and the number of hours they can attend.

Personalized Transition Planning include:

- 1. ECAP Development**
  - a. Personalized Education and Career Action Plans that will help students reach their



<p>academic and career goals and can impact student achievement and school improvement.</p> <p><b>2. IEP Transition Goals and Attainment</b></p> <p>a. The <b>IEP, Individualized Education Program</b>, is a written document that's developed for each public school child who is eligible for special <b>education</b>. The <b>IEP</b> is created through a team effort and reviewed at least once a year.</p> <p><b>3. Time Travel Activity-</b> Based on the Kids at Hope philosophy, students are taken through various "time travel" experiences to generate student career and life goals.</p>
<p><b>Documentation:</b></p> <p><i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i></p> <p><u>Predictive Identification Tools</u></p> <ul style="list-style-type: none"><li>1. Enrollment SOP</li><li>2. Graduation Check Sheets</li><li>3. Student Services Checklist</li><li>4. Pre-Enrollment Interviews</li><li>5. Transcripts</li></ul> <p><u>Timely Tailored Interventions</u></p> <ul style="list-style-type: none"><li>1. Academic Contracts</li><li>2. Attendance Contracts</li><li>3. Career Exploration Courses</li><li>4. Field Trips</li><li>5. Ace of Diamonds Student Led Meetings</li><li>6. Flexible Class Schedules</li></ul> <p><u>Personalized Transition Planning</u></p> <ul style="list-style-type: none"><li>1. ECAP Development</li><li>2. IEP Transition Goals and Attainment</li><li>3. Time Travel Activity</li></ul>

**Question #2:** What is the Charter Holder's ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

The ongoing process that Blueprint employs to ensure student progress toward academic/career goals is outlined in the:



- 1. AIP SOP Overview.**
  - a. The standard operating procedure for a more timely approach to help students stay on track towards graduation and motivated to be more engaged in school. The new process includes frequent communication and meetings with students and parents and also has tiered levels of consequence implications.
- 2. AIP SOP Tiered Instructional System**
  - a. The AIP Instructional System is designed to ensure all Blueprint students have targeted, intentional and monitored interventions to ensure grade level content mastery.
- 3. Academic Contracts**
  - a. used to track, document, and improve all student's academic, social, behavioral engagement as well as attendance .
- 4. Behavior Contracts** are used to track, document, and improve all student's behaviors and engagement, including attendance.
- 5. Student Services Checklist**, which is used to track online student academic hours, course progress and completion, and enrollment date.
- 6. Weekly Reflection** that is used a weekly basis to generate feedback for iterative improvement
- 7. Monthly Recollection Form** that summarizes the weekly reflection forms for students to reflect on and create and assess goals. On a quarterly basis students also meet with the guidance counselor to complete subsequent portions of their ECAP.
- 8. ECAP** (Education and Career Action Plans). Graduates also meet bi-annually with the guidance counselor and principal to review post high school goals embedded within the **IEP** and **ECAP**, **Graduation Plans**, and necessary processes that secure their planned placement after graduation.

#### Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

1. AIP SOP Overview
2. AIP SOP Tiered Instructional System
3. Academic Contracts
4. Behavior Contracts
5. Student Services Checklist
6. Weekly Reflection
7. Monthly Recollection Form
8. ECAP Plan
9. IEP Redacted
10. Graduation Plans



## **B. Addressing Barriers to Timely Graduation**

**Question #1:** What is the Charter Holder's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

### **Answer**

*Write answer here. Suggested word count is 400 words.*

Our school's ongoing process to provide timely supports to remediate academic and social problems for students is based on the theory that "everyone gets involved". Every staff person on campus is responsible for assigned groups of students . The key to the success of our support processes is transparency and immediate effective communication.

#### **1. Non Academic AIP SOP**

- a. outlines that responsibility for student academic intervention shifts to various staff members as a student gets further and further behind. The idea is that students may not need all of these interventions but they often will need a customized plan and additional help in getting back on track.
- b. outlines that the responsibility for student academic intervention shifts to various staff members as a student acquires more absences and tardies. The idea is that students may not need all the steps of interventions but they often will need a customized plan and additional help in getting back on track.
- c. outlines that the staff are expected to log all behavioral incidents in Student Issues Tracker as a behavior issue. This is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods.

#### **2. Weekly Reflection**

- a. has been added to our curriculum routine to monitor the effectiveness of teacher interventions, and student progress and achievement on a weekly basis and the

#### **3. Monthly Recollection Form**

- a. monitors the effectiveness of teacher interventions, and student progress and achievement on a monthly basis.

#### **4. Student Services Spreadsheet**

- a. Our system begins with accurate and immediate reporting from all staff. We have designed a virtual hub where incidents, positive behavior, social barriers, and any impediments for a student can be logged. Once information is entered by any staff member, all staff receive an email notification about the report.

#### **5. AIP SOP Tiered Instructional System**

- a. is the standard operating procedure for a more timely approach to help students stay on track academically. The process includes frequent communication and meetings with students and parents and also has tiered level of intervention from parents, teachers, Guidance Counselor, Ace of Diamond Coach, and then finally the Principal.

#### **6. Staff meeting agendas**

- a. reflect time slots to discuss student issues or to clarify student reports. The first line of defense in academic issues is the student's content area teacher, the second line of defense, once a student is struggling in more than one class, is the Ace of Diamond



mentor or student services specialist. The third line of defense for academics is the guidance counselor and finally the principal.

#### **7. Academic, Attendance, and Behavior Contracts**

- a. are customized contracts that help students work their way back to a path of success.

#### **8. Graduation Check Sheets** is a form that allows complete transparency about a student's progress towards graduation and course completions.

#### **9. Graduation Plans**

- a. is a plan that every student receives upon enrollment that outlines their course plan from their first day of attendance through their scheduled graduation date.

#### **10. The Agile Achievement Data Board**

- a. is a visible board located in every classroom that displays student achievement and progress through their courses.

Every step of the support process is documented with either a contract, a reflection form, or a logged entry into the student issues tracker. Our commitment to being open and transparent with parents drives us to be more accurate and purposeful with how we plan for remediation, how we document student issues and more importantly how we demonstrate our student's improvement.

#### **Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Non Academic AIP SOP
2. Weekly Reflection
3. Monthly Recollection Form
4. Student Services Spreadsheet
5. AIP SOP Tiered Instructional System
6. Staff Meeting Agendas
7. Academic, Behavior and Attendance Contracts
8. Graduation Check Sheets
9. Graduation Plans
10. Agile Achievement Data Board

**Question #2:** What is the Charter Holder's ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

#### **Answer**

*Write answer here. Suggested word count is 400 words.*

In an ongoing effort to consistently inspect, adapt, and improve our processes, our schools routinely evaluate the effectiveness of our implemented tools, programs, and processes. Every quarter, district PD that is scheduled to review curriculum and instruction, and on this same cycle each school holds their own Review and Retrospective PLC led by the principal to analyze data from contracts, reports, tracking sheets and logs.



- 1. Fulfilled Academic, Behavior, and Attendance Contracts**
  - a. Contracts assigned to student that were completed by the student with the goal of guiding the students back to a path of success.
- 2. The Course Completion Report**
  - a. is a report generated that tracks how many courses a student completes and when they complete them. This is used as an evaluative measure to ensure the effectiveness of our systems.
- 3. The Edgenuity Standards Mastery Report**
  - a. is a report generated from Edgenuity that displays the standards that a student has mastered either individually or a group.
- 4. The Edgenuity Progress Report**
  - a. informs academic coaching staff if students have completed all assigned coursework, are catching up when behind, or are meeting targeted goals. This provides staff with the information necessary to evaluate the effectiveness of processes in place and or whether to continue or add new interventions.
- 5. The Ace of Diamonds Tracking Sheet**
  - a. is a form that is filled out by teacher and student that tracks a student's ongoing improvement.
- 6. Edgenuity Session Log**
  - a. is a report generated by Edgenuity that explicitly outlines how many exact hours of work a student spends working through their course content. This report also outlines how many hours a student is idle. This information allows us to verify the effectiveness of our academic, behavior, and social intervention strategies.

**Documentation**

- 1. Fulfilled Academic, Behavior, and Attendance Contracts**
- 2. The Course Completion Report**
- 3. The Edgenuity Standards Mastery Report**
- 4. The Edgenuity Progress Report**
- 5. The Ace of Diamonds Tracking Sheet**
- 6. Edgenuity Session Log**

**AREA VII: ACADEMIC PERSISTENCE (if applicable)**

*Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.*

**A. Strategies for Continuous Enrollment**

**Question #1:** What is the Charter Holder's ongoing process to measure levels of engagement? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*



*Persistence is monitored in multiple ways to meet a variety of obstacles that impede the majority of our at-risk population. Both behavior and academics are measured in a long and short term perspective using data driven and observational data.*

- 1. Student Issues Tracker** (observational and data driven, long and short term)
  - a. Shared Tracker that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows us as a staff to notice trends with student behavior for individual students as well as class periods.
- 2. Graduation Year Plan** (data driven and long term)
  - a. Plan developed for every student upon enrollment that plans their schedule from day 1 through graduation.
- 3. Student Survey** (Academic & behavior, long term)
  - a. Survey that gathers information about students prior educational successes and failures. (used to predict barriers)
- 4. Grad Track email** (academic, long & short term)
  - a. Emails are sent regularly to alert all staff of cohort graduate's course completion progress towards graduation.
- 5. New Student Late Enrollee Tracking** (academic, short & long term)
  - a. Due to the self-paced fashion of Edgenuity curriculum, we found that tracking our late start students and adjusting their target start and end dates of their courses was a much better way to ensure their academic success.
- 6. Session Logs**
  - a. This Edgenuity Report keeps track of all the student active and idle time recorded in Edgenuity.
- 7. Academic Coaching Forms** (academic & behavior, long and short term)
  - a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis
- 8. Special Session Attendance** (academic and long & short term)
  - a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.
    - i. Intersession open labs
    - ii. Summer Sessions
    - iii. Open Friday - deficits in progress/credit attainment are identified for all students
- 9. Attendance Canvases** (behavior and short & long term) -
  - a. Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students' potential consequences.

#### Documentation

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*



1. Student Issues Tracker
2. Graduation Year Plan
3. Student Survey
4. Grad Track email
5. New Student Late Enrollee Tracking
6. Session Logs
7. Academic Coaching Forms
8. Special Session Attendance (academic & short and long term)
  - a. Intersession open labs
  - b. Summer Session
  - c. Open Friday
9. Attendance Canvases (behavior and short & long term)

**Question #2:** What is the Charter Holder's ongoing process to provide timely intervention for students demonstrating potential for disengagement?

**Answer**

*Write answer here. Suggested word count is 400 words.*

*Timely interventions are provided based on both frequency and immediacy. The frequency may be immediate to address short term goals/immediate concerns but it may also be a yearly activity to proactively ensure students remain on a track that is engaging as well as to test long term goals have not changed.*

**1. Delivering Hope Calendar**

- a. Delivering Hope is the Community Service initiative at Hope High School. A series of community service events and fieldtrips have been scheduled for the entire school year.

**2. ECAP Sample**

- a. Personalized Education and Career Action Plans that will help students reach their academic and career goals and can impact student achievement and school improvement.

**3. Student Incentives Sample**

- a. List of incentives for behavior, Assessments, and classroom engagement.

**4. Student Incentives SOP**

- a. Each school has a Standard operating procedure document that outlines their incentive plan that drives the PBIS program (HERO), assessment motivation, attendance and engagement.

**5. Social Media -FB pages**

- a. Each school commits to creating a social media presence to better connect with parents, students, and potential enrollees.

**6. Academic, Behavior and Attendance Contracts**

- a. The schools use academic contracts to track, document, and improve all student's academic standing and growth.



- 7. Non Academic AIP SOP Monitoring System (Monitoring Protocol)**
  - a. The standard operating procedures for how each school monitors, implements, and evaluates their achievement, attendance, and behavior plans for their students.
- 8. Schoolmaster Log of Student Contacts**
  - a. A shared, fluid document that tracks all communication interactions between student service coordinators and students.
- 9. Flex Course Scheduling - BHS**
  - a. BHS and HHS use flexible scheduling strategies to prevent students from dropping out and to help overcome barriers.
- 10. Academic Coaching Forms**
  - a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis
- 11. Special Session Attendance (academic and long & short term)**
  - a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.
    - i. Intersession open labs
    - ii. Summer Sessions
    - iii. Open Friday - deficits in progress/credit attainment are identified for all students
- 12. Attendance Canvases (behavior and short & long term)**
  - a. Posters that track the student's attendance in a daily, weekly, monthly and semester long basis highlighting the students potential consequences

**Documentation**

*Provide a bulleted list of documents that serve as evidence of implementation of this process:*

1. Delivering Hope Calendar
2. ECAP Sample
3. Student Incentives Sample
4. Student Incentives SOP
5. Social Media - HHS FB page
6. Academic, Behavior, and Attendance Contracts
7. Non Academic AIP SOP Monitoring System (Monitoring Protocol)
8. Schoolmaster Log of Student Contacts - HHSO
9. Flex Course Scheduling - BHS
10. Academic Coaching Forms
11. Special Session Attendance (academic and long & short term)
  - a. Intersession open labs
  - b. Summer Sessions
  - c. Open Friday - deficits in progress/credit attainment are identified for all students
12. Attendance Canvases (behavior and short & long term)



**Question #3:** What is the Charter Holder's ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

*Success is measured in growing interest, changes in student behavior and or performance, and through survey results.*

**1. Staff Meeting Notes**

- a. Staff meeting minutes that reflect agenda time to discuss and resolve student issues.
- b. Academic Coaching forms

**2. Student Issues Tracker**

- a. Shared Tracker at HHS that documents all major and minor student infractions, concerns. This log is automatically emailed to the principal as well as any noted staff members who are involved. This record keeping allows the staff and principal to notice trends with student behavior for individual students as well as class periods.

**3. Grad Tracker**

- a. A list that tracks all current and potential graduates. The list is shared and updated daily as students complete courses.

**4. Student Exit Interview**

- a. A survey that collects information about why students choose to leave the school. Helps to predict impediments for future students.

**5. Parent and Student Surveys-AZ Youth Survey 2016**

- a. A survey that addresses aspects of the school environment that may foster or hinder students' social and academic growth.

**6. Academic Coaching Forms**

- a. All staff review student progress, develop goals, discuss impediments and follow up on progress on a weekly basis

**7. Special Session Attendance (academic and long & short term)**

- a. Students have opportunities weekly, quarterly, and yearly outside of the regularly scheduled school year to close any pacing gaps (make up) or to take advantage of the self-paced nature of the curriculum and advance their pace, potentially earning class credits earlier than semester's end.

i. Intersession open labs

ii. Summer Sessions

iii. Open Friday - deficits in progress/credit attainment are identified for all students

**8. Attendance Canvases (behavior and short & long term)**

- a. Posters that track the student's attendance in a daily, weekly, monthly and semester



long basis highlighting the students potential consequences
<b>Documentation</b>
<i>Provide a bulleted list of documents that serve as evidence of implementation of this process:</i>

1. Staff Meeting Notes  
2. Student Issues Tracker  
3. Grad Tracker  
4. Student Exit Interview - Survey  
5. Parent and Student Surveys - AZ Youth Survey 2016  
6. Academic Coaching Forms  
7. Special Session Attendance (academic and long & short term)  
    a. Intersession open labs  
    b. Summer Sessions  
    c. Open Friday - deficits in progress/credit attainment are identified for all students  
8. Attendance Canvases (behavior and short & long term)

