Ha:san Educational Services - Entity ID 6369
School: Ha:san Preparatory & Leadership Charter School

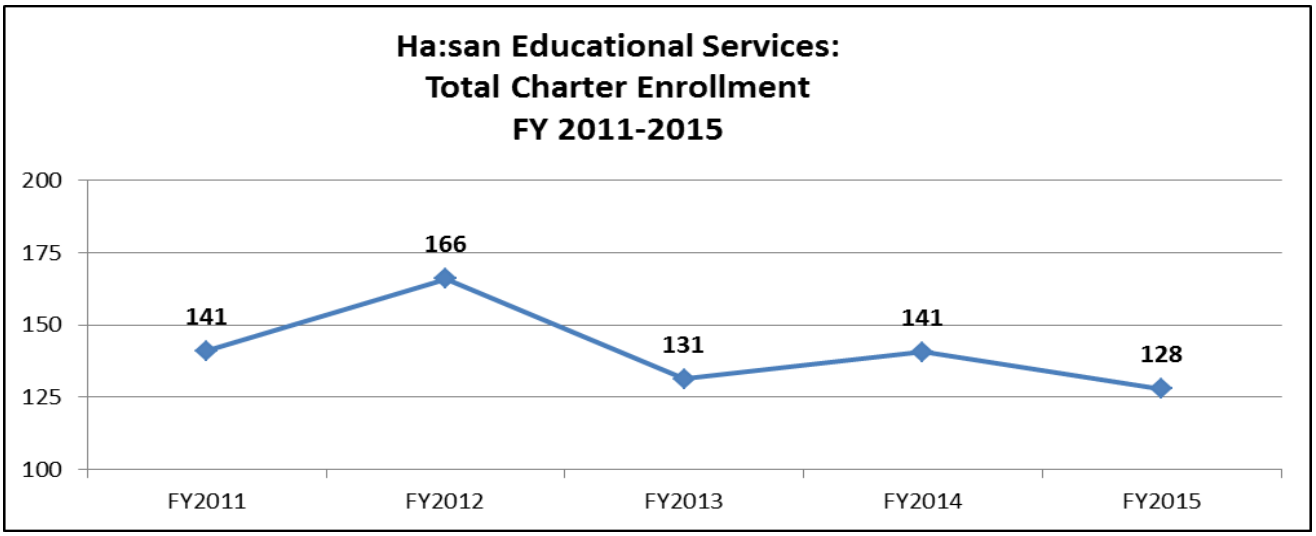
Issue
Ha:san Preparatory & Leadership Charter School, a school operated by Ha:san Educational Services, was assigned an F letter grade by the Arizona Department of Education based on its academic performance during the 2013-2014 school year. The Board must determine whether to restore the charter to acceptable performance or to revoke the charter.

Background Information
In FY2012, Ha:san Preparatory & Leadership Charter School received an Overall Rating of 46.88 (Does Not Meet) and a letter grade of D. In FY2013, the school received an Overall Rating of 32.5 (Falls Far Below) and a letter grade of D. In FY2014, the school received an Overall Rating of 37.19 (Falls Far Below) and a letter grade of F.

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

I. Profile

The Charter Holder operates one school, Ha:san Preparatory & Leadership Charter School, serving grades 9-12 in Tucson. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2011-2014 and 40th day ADM for fiscal year 2015**.**

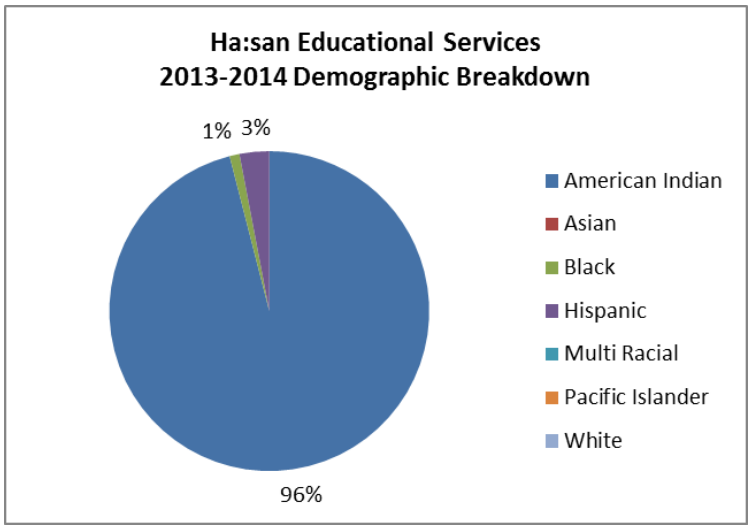


The academic performance of Ha:san Preparatory & Leadership Charter School is represented in the table below. The academic dashboard for the school can be seen in the portfolio f. Academic Dashboard – Ha:san Preparatory & Leadership Charter School.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Ha:san Preparatory & Leadership Charter School	8/31/1998	9 – 12	46.88 / D	32.5 / D	37.19 / F

The website for Ha:san Preparatory & Leadership Charter School states that the school is designed to serve as an academically rigorous, bicultural, and community-based high school for Native youth. The Charter Holder has indicated that to attend the school approximately 85% of the student body travels on school provided transportation over 60 miles from Sells on the Tohono O'Odham Nation Reservation. In its prior Demonstration of Sufficient Progress (DSP) Report, submitted in response to the 2013 Academic Dashboard, the Charter Holder acknowledged that the substantial distance from the students' home to the school makes it difficult to address truancy issues and cultivate community engagement both of which may affect student achievement.

The demographic data for Ha:san Preparatory & Leadership Charter School from the 2013-2014 school year is represented in the chart below.[1]



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2013-2014 school year is represented in the table below. [2]

Category	Ha:san Preparatory & Leadership Charter School
Free and Reduced Lunch (FRL)	88%
English Language Learners (ELLs)	*
Special Education	17%

[1] Information provided by the Research and Evaluation Division of the ADE.

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

II. Additional School Choices

Ha:san Preparatory & Leadership Charter School is located in south Tucson near 10th Street and Highland Avenue. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 19 schools serving grades 9-12 within a 5 mile radius of Ha:san Preparatory & Leadership Charter School. 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 those schools that are charter schools, the number of the charter schools that are meeting the Board's academic performance standard for FY14, and the number of schools serving a comparable percentage of students (± 5%) in the identified subgroups.[3] Because the student population served by Ha:san Preparatory & Leadership Charter School is primarily Native American, the table also identifies the number of schools serving a comparable percentage of Native American students (± 5%).

Letter Grade	Within 5 miles	Charter Schools	Meets Board's Standard	Comparable FRL	Comparable ELL	Comparable SPED	Comparable Native American
A	7	5	5	0	*	2	0
B	8	4	4	0	*	5	0
C	6	2	0	0	*	5	0
F	1	0	N/A	0	*	0	0

Since the Charter Holder has indicated that the majority of students served by Ha:san Preparatory & Leadership Charter School travel on school provided transportation over 60 miles from Sells, a list of schools in or near Sells and along the route from Sells to Tucson has been included.

Letter Grade	Overall Rating	% FRL	% ELL	% SPED	% Native American
D	District - N/A	67	4	9	96
F	District - N/A	63	1	18	86
B-ALT	Meets	78	*	26	81
C- ALT	Meets	2	3	13	11
C-ALT	Does Not Meet	89	3	11	5
D	Does Not Meet	57	15	10	2
A	Meets	75	*	21	13

III. Timeline of Activities

The following is a timeline of activities that have occurred related to the academic performance of Ha:san Educational Services:

November 23, 2011 Ha:san Educational Services was notified of its eligibility to apply for charter renewal.

[3] Evaluation completed using information provided by the Research and Evaluation Division of the ADE. No evaluation completed for ELL subgroup because the percentage for that demographic group was redacted either because the percentage of students in the non-ethnicity-based demographic group is 0% or 100%.

March 3, 2011	Ha:san Educational Services timely submitted a renewal application that included a Performance Management Plan (PMP).
April 10, 2011	A leadership team discussion with Board staff was held. Ha:san Educational Services leadership team members confirmed the information in the PMP narrative, including a statement that the school's curriculum does not address concepts measured by the AIMS math and reading tests. The team also acknowledged that the school had not used student achievement data to "drive educational decision-making" such as guiding curriculum development or selecting appropriate intervention strategies.
May 14, 2012	The charter for Ha:san Educational Services was renewed by a majority vote (7-4). The renewal contract incorporates the PMP that was submitted as a required element of the charter renewal application. (Prior Board consideration materials and recording. Prior Board consideration summary and decision.)
October 1, 2013	Ha:san Educational Services was notified that the Charter Holder was required to submit a DSP and Financial Performance Response.
February 2014	A site visit to confirm the information in the DSP Report was conducted. As reflected in the final DSP evaluation, the Charter Holder's DSP was evaluated as Not Acceptable in all but one measure, Graduation Rate.
October 15, 2014	In response to the October 2, 2014 notification by the ADE of the F letter grade status and in accordance with the Board's processes, the Charter Holder was notified in an email of its requirement to submit a DSP and Financial Performance Response as a requirement for a failing school that does not meet the Board's academic performance expectations (portfolio: b. Notifications, ii. F School Notification – Action Required). The Charter Holder was informed that the determination by the Board of whether to restore or to revoke the charter for Ha:san Educational Services would be based on the evidence of the Charter Holder's performance in accordance with the performance framework adopted by the Board, including the Charter Holder's demonstration of sufficient progress toward the Academic Performance Expectations of the Board.
November 17, 2014	The Charter Holder timely submitted a DSP Report (portfolio: g. Demonstration of Sufficient Progress Report) and Financial Performance Response to the Board. Board staff sent an email to the charter representative (portfolio: b. Notifications, iii. F School DSP Site Visit Notification) which provided information about the site visit date and how to prepare for the site visit.
November 26, 2014	Board staff sent an email to the charter representative (portfolio: b. Notifications, iv. Failing School DSP Report Initial Evaluation and Site Visit) which confirmed the site visit date and provided a copy of the initial evaluation of the DSP Report that identified areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.
December 11, 2014	Board staff conducted the site visit to confirm the documentation presented in the DSP Report and review additional information to be considered in the final evaluation of the Charter Holder's DSP submission.

IV. Demonstration of Sufficient Progress

The following representatives of Ha:san Educational Services were present at the site visit:

Name	Role
James Merino	Curriculum Coach
Robin Kauakahi	Director
Cathy Sproul	Math Teacher
David Singer	School Improvement Implementation
Jessica Estrada	Charter Representative/ School Board Member
Karol Basel	PMP Team Member/ Special Education Director

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: c. Inventory Documents). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (portfolio: d. DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☐	☒
Curriculum	☐	☒	☐
Assessment	☐	☒	☐
Monitoring Instruction	☐	☒	☐
Professional Development	☒	☐	☐
Graduation Rate	☒	☐	☐

After considering information in the DSP Report and evidence provided at the time of the site visit, while the Charter Holder provided evidence of a comprehensive professional development system and a system for ensuring students in grades 9-12 graduate, it did not demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, and a comprehensive instructional monitoring system**.** The Charter Holder also failed to provide data to demonstrate comparative improvement year-over-year for the two most recent school years.

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

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the site visit, the Charter Holder provided sufficient comparative data for Graduation Rate (portfolio c. Inventory Documents, vi. Site Visit Inventory – Graduation Rate). However the Charter Holder did not provide sufficient comparative data for all other required measures (portfolio: c. Inventory Documents, i. Site Visit Inventory – Data). The Charter Holder changed interim assessments from the prior year and was unable to provide comparable data to demonstrate improved academic performance.

Curriculum

The area of Curriculum is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated two of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Curriculum Inventory (portfolio: c. Inventory Documents, ii. Site Visit Inventory - Curriculum).

Question	Sufficient Evidence	Document Inventory Item
Evaluating Curriculum		
What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	No	C1
How does the Charter Holder identify gaps in the curriculum?	No	C2
Adopting/Revising Curriculum		
What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?"	No	C3
Who is involved in the process for adopting or revising curriculum?"	Yes	C4
When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	No	C5
Implementing Curriculum		
What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	No	C6
What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	No	C7
What is the expectation for consistent use of these tools? How are these expectations communicated?	No	C8
What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	No	C9
Alignment of Curriculum		
How does the Charter Holder know the curriculum is aligned to standards?	Yes	C10
Adapted to Meet the Needs of Subgroups		
How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	C11
How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	N/A	C12
How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	N/A	C13
How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?"	Yes	C14

Assessment

The area of Assessment is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited assessment approach. At the DSP site visit, the Charter Holder sufficiently demonstrated two of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Assessment Inventory (portfolio: c. Inventory Documents, iii. Site Visit Inventory - Assessment).

Question	Sufficient Evidence	Document Inventory Item
Assessment System		
What types of assessments does the Charter Holder use?	Yes	A1
What was the process for designing or selecting the assessment system?	Yes	A2
How is the assessment system aligned to the curriculum and instructional methodology?	Yes	A3
What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	Yes	A4
Analyzing Assessment Data		
How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	No	A5
How is the analysis used to evaluate instructional and curricular effectiveness?	No	A6
How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	No	A7
Adapted to Meet the Needs of Subgroups		
How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	A8
How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	N/A	A9
How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	N/A	A10
How is the assessment system adapted to meet the assessment needs of students with disabilities?	Yes	A11

Monitoring Instruction

The area of Monitoring Instruction is evaluated as Does Not Meet. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated one of the required elements, but failed to sufficiently demonstrate all of the required elements. For more detailed analysis see Monitoring Instruction Inventory (portfolio: c. Inventory Documents, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Document Inventory Item
Monitoring the Integration of Standards		
What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	No	M1
How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	No	M2
Evaluating Instructional Practices		
What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	Yes	M3
How does this process identify individual strengths, weaknesses, and needs?	Yes	M4
Providing Analysis and Feedback to Further Develop Instructional Quality		
How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	Yes	M5
How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	No	M6
Adapted to Meet the Needs of Subgroups		
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	Yes	M7
How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	N/A	M8
How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	N/A	M9
How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	No	M10

Professional Development

The area of Professional Development is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the required elements. For more detailed analysis see Professional Development Inventory (portfolio: c. Inventory Documents, v. Site Visit Inventory - Professional Development).

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

Graduation Rate

The area of Graduation Rate is evaluated as Meets. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements. For more detailed analysis see Graduation Rate Inventory (portfolio: c. Inventory Documents, vi. Site Visit Inventory - Graduation Rate).

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

V. Viability of the Organization

The Charter Holder did not meet the Board's financial performance expectations based on the fiscal years 2012 and 2013 audits and was required to submit a financial performance response (portfolio: h. Financial Response). The following table includes the Charter Holder's financial data and financial performance for the last three audited fiscal years. The Charter Holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015.

Based on information disclosed in the notes to the financial statements, the Charter Holder received a Falls Far Below on the Going Concern measure for fiscal year 2013. According to the financial statement note, the Charter Holder experienced decreases in net assets for fiscal years 2013 and 2012 and, in fiscal year 2013, experienced negative cash flows from operations. The note also indicated the Charter Holder has a deficit in working capital of $650,897 at June 30, 2013. According to the note, these decreases have put a strain on the Charter Holder's liquidity.

Financial Data				
Statement of Financial Position	**2013**	**2012**	**2011**	**2010**
Cash	$93,360	$185,603	$119,319	$51,345
Unrestricted Cash	$87,771	$185,603	$119,319	
Other Liquidity	-			
Total Assets	$1,645,735	$1,858,875	$2,869,488	
Total Liabilities	$1,929,566	$1,963,128	$2,930,967	
Current Portion of Long-Term Debt & Capital Leases	$606,500	$492,960	$1,220,159	
Net Assets	($283,831)	($104,253)	($61,479)	
Statement of Activities	**2013**	**2012**	**2011**	
Revenue	$1,874,275	$1,990,358	$1,980,969	
Expenses	$2,053,853	$2,033,132	$2,201,876	
Net Income	($179,578)	($42,774)	($220,907)	
Change in Net Assets	($179,578)	($42,774)	($220,907)	
Financial Statements or Notes	**2013**	**2012**	**2011**	
Depreciation & Amortization Expense	$137,747	$150,576	$166,238	
Interest Expense	$135,705	$166,746	$216,486	
Lease Expense	-	-	-	
Financial Performance				
	2013	**2012**	**2011**	**3-yr Cumulative**
Near-Term Indicators				
Going Concern	Yes	No	No	N/A
Unrestricted Days Liquidity*	15.60	33.32	19.78	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($179,578)	($42,774)	($220,907)	N/A
Cash Flow	($92,243)	$66,284	$67,974	$42,015
Fixed Charge Coverage Ratio	0.13	0.42	0.11	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

Staff's evaluation of the financial performance response resulted in no "Acceptable" and five "Not Acceptable" determinations (portfolio: e. Financial Response Evaluation).

VI. Adherence to the Terms of the Charter

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

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

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

Do the Charter Holder's annual audit reporting packages reflect sound operations?
Yes. As reported in fiscal year 2014, the charter holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2013 annual audit reporting package. The charter holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015.

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

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

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

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

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

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

VII. Board Options

Option 1: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract. Staff recommends the following language provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board issue a Notice of Intent to Revoke the charter of Ha:san Educational Services on the basis of Ha:san Preparatory & Leadership Charter School's designation as an F school for FY 2014 and Ha:san Educational Services' failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and

the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. While the Charter Holder was able to provide evidence that it has consistently implemented a comprehensive professional development system and a system for ensuring students in grades 9-12 graduate on time, it was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, and comprehensive instructional monitoring system.

I further move that:

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

Option 2: The Board may vote to issue a Notice of Intent to Revoke the Charter Holder's charter contract unless the Charter Holder enters into a Consent Agreement to restore the charter to acceptable performance. The following language is provided for consideration: I move that, having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, the Board has sufficient basis to issue a Notice of Intent to Revoke the charter of Ha:san Educational Services on the basis of Ha:san Preparatory & Leadership Charter School's designation as an F school for FY 2014 and Ha:san Educational Services' failure to meet or demonstrate sufficient progress toward the Board's academic expectations set forth in the academic performance framework as reflected in the Staff Report, the Inventory Documents, and the DSP Final Evaluation. Data and analysis provided by the Charter Holder does not demonstrate improved academic performance based on data generated from valid and reliable assessment sources. While the Charter Holder was able to provide evidence that it has consistently implemented a comprehensive professional development system and a system for ensuring students in grades 9-12 graduate on time, it was unable to provide evidence that it has consistently implemented a sustained improvement plan that includes a comprehensive curriculum system, comprehensive assessment system, and comprehensive instructional monitoring system.

All that taken into consideration, the Board directs staff to work with Ha:san Educational Services to create a Consent Agreement for the purpose of restoring the charter to acceptable performance in accordance with A.R.S. § 15-241(U) if the Charter Holder agrees that: 1) it will amend its current charter contract to include appropriate systemic changes and additional accountability including the creation and implementation, beginning no later than February 1, 2015, of a Performance Management Plan to make systemic changes that will align with the Performance Management Plan evaluation criteria, 2) it will provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Ha:san Preparatory & Leadership Charter School, 3) if it cannot provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Ha:san Preparatory & Leadership Charter School the Charter Holder will close Ha:san Preparatory & Leadership Charter School and surrender the charter at the end of FY15, 4) if Ha:san

Preparatory & Leadership Charter School can provide valid and reliable internal benchmarking mid-year and end-of-year data for FY15 that demonstrates improved academic performance as compared to FY13 and FY14 for Ha:san Preparatory & Leadership Charter School and continues operating after the end of FY15 the Charter Holder will, until a new Academic Dashboard is released, provide quarterly reports with supporting evidence to demonstrate implementation of the Performance Management Plan with fidelity, and provide valid and reliable internal benchmarking baseline, mid-year and end-of-year data that demonstrates improving academic performance, and if it cannot do so the Charter Holder will close Ha:san Preparatory & Leadership Charter School and surrender the Charter no later than the end of the fiscal year; and 5) if the next Academic Dashboard that is released does not demonstrate improved academic performance as compared to FY13 and FY14 for Ha:san Preparatory & Leadership Charter School the Charter Holder will close Ha:san Preparatory & Leadership Charter School and surrender the Charter no later than the end of the fiscal year during which the Academic Dashboard is released.

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

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

Option 3: The Board may determine that there is a basis to restore the charter. The following language is provided for consideration: Having considered the statements of the representatives of the Charter Holder today and the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder, I move that the Board restore the charter to acceptable performance in accordance with A.R.S. § 15-241(U). In this case, Ha:san Preparatory & Leadership Charter School was designated as an F school for FY 2014, but Ha:san Educational Services was able to demonstrate sufficient progress toward the Board's expectations when it: *[provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data].* Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the Charter Holder throughout the contract period.