

# **APPENDIX A**

**1. Recommendation Report**

**2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

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**NOVEMBER 14, 2018**

*New Charter Application for*

**Abraham Lincoln Preparatory School**

*Submitted by*

**Abraham Lincoln Preparatory School: A Challenge Foundation Academy**

# Report Summary

<b>Recommendation:</b>				Approve	
<b>Applicant Name:</b>		Abraham Lincoln Preparatory School: A Challenge Foundation Academy			
<b>Proposed School Name:</b>		Abraham Lincoln Preparatory School			
<b>Grades Served Year 1:</b>	K – 2 <sup>nd</sup>	<b>Grades Served Year 2:</b>	K – 3 <sup>rd</sup>	<b>Grades Served Year 3:</b>	K – 4 <sup>th</sup>
<b>Location:</b>	The Maryvale community of Phoenix, AZ				
<b>Mission Statement:</b>	Abraham Lincoln Preparatory School exists to close the achievement gap for students in Maryvale by providing educational excellence and equity for all children, resulting in students meeting and exceeding standards.				

## Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	88%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	96%	Yes	96%
Business Plan Score ≥ 95%?	Yes	97%	Yes	100%

## In-Person Interview Summary

In attendance at the Capacity Interview were the following individuals listed below. Their positions within the organization are listed beside their name:

- Kimberley Marchisotto – Authorized Representative and Charter Principal
- Tony Best – Charter Principal
- Peter Boyle – Charter Principal
- Matt Sandoval – Charter Principal
- Debbie Peterson – Member of School Governing Board
- Mariann Nystrom – Member of School Governing Board

The questions asked were answered for the most part by Ms. Kimberly Marchisotto (Proposed school leader) and Mr. Tony Best (Challenge Foundation Academy Arizona – CFA AZ), but all members of the applicant team were able to answer questions when appropriate.

Prior to the interview the TRP was concerned with the value of the relationship between the charter school and the chosen CMO. The main concern was how the relationship between the two would help the charter school meet their vision/mission within the target population. Additionally there was concern about the specific use of Core Knowledge for the ELA curriculum with the identified target population and whether the curriculum would help students progress towards mastery.

Each of these concerns were addressed at length during the Capacity Interview. Ms. Marchisotto explained that Core Knowledge was chosen because of the results it has demonstrated with other schools in the same type of demographic area. Additionally, Ms. Marchisotto is a nationally recognized Core Knowledge consultant and she is aware of this curriculum from start to finish, having worked to help implement the sequence through the Paradise Valley School District and also throughout the country. (Capacity Interview 34:55) The concern as to how the choice of a CMO would benefit the charter school was answered explicitly. From the choice of a school site, to the support for back office processes, and the assistance with tasks that must take place prior to the opening of the charter school, Mr. Best was able to ensure the TRP that the CMO was willing and able to help bring this charter school to fruition. (Capacity Interview 36:50)

During the closing remarks, Ms. Marchisotto reiterated that the strength of the application was in the strength of the team. Each member of the team plays a vital role in the development of the ongoing survival of the charter school. There is support from fellow CFA school leaders as well as school governing board members with experiences in specific areas that will benefit the new charter school and help steer the school in the proper direction. With the assistance of Mr. Tony Best from CFA AZ and the CFA real estate team, Abraham Lincoln preparatory School will be located in a high need area of Maryvale when school begins in August 2019.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Abraham Lincoln Preparatory School be approved because of the strength of the written application and the capacity of the entire Applicant Team as evidenced during the Capacity Interview. The educational plan contains a rigorous curriculum that will support the target population as well as assist the students on their way to becoming great scholars. The organizational plan outlines two well defined boards – corporate and school governing – that are seated with qualified individuals that can assist in the start-up and continued operations of the charter school. Additionally, a well-established CMO that has had success within the same type of target population will provide support throughout the start-up process and ongoing operation. The business plan presents a conservative budgeting approach that will provide the charter school with adequate resources to provide the type of charter school described in the application. The Applicant Team is a strong group of individuals, qualified in a variety of important fields that will provide the knowledge and experience to support all areas of the application.

The educational plan was well written to include specific aspects that will address the needs of the students in the target population. The curricula for ELA and math have been chosen for their success among similar populations. Along with the curriculum, the Applicant has developed a comprehensive assessment system that will be implemented to monitor student success within the curriculum and to help identify areas of needed improvement within teaching practices. The educational plan has all necessary

aspects to address the needs of both teachers and students.

The operational plan is well done, explaining the relationship between the CMO and the charter school. During the Capacity Interview, Mr. Best explained the exact methods in which the CMO will assist the charter school in the areas of academics, operations and business. (Capacity Interview 36:50 – 41:23) The CMO is present to make sure the proposed school leader is able to focus on ensuring the students have the opportunity to become great scholars. Both the existing corporate board and the school governing board have a plethora of skills in a variety of areas that will benefit the charter school now and in the future. Individuals with experiences and/or skill sets in the area of marketing and human resources will be recruited for the school governing board once the charter school is up and running. (Capacity Interview 18:30 – 19:00)

The business plan is well developed with the initial search for a facility to begin after the charter approval with the assistance of CFA AZ. Challenge Foundation Academy Arizona will provide assistance in locating a facility within the target location, and working through the renovation of that facility to be ready for the opening of school. The plan presents a conservative budget, and the Applicant has tools in place for long term success. The TRP had no concerns with either the initial or resubmitted application in the review process.

## Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score $\geq$ 95%?	No	42	Of	48	Yes	48	of	48
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				0			

## Plan Summary

The target population served by Abraham Lincoln Preparatory School will be those living in the Maryvale area of Phoenix. This geographic area has 75,000 school aged students that are mostly Latino. Many speak English as a second language, and the free and reduced lunch rate is higher than the state average of 47%. Additionally, educational choices in this area are not high quality, with neighborhood schools scoring 25% proficiency rates on the AzMERIT exam with 60% scoring minimally proficient. (Capacity Interview 12:30 – 14:00) The proposed charter school will serve grades K–2 in year one and will grow to K–4 by the third year of operation. The educational philosophy and mission statement indicate that the school will expose these students to rich content through the Core Knowledge curriculum thereby giving them every opportunity to be successful in school. (Application Section A.1 Pages 6-7)

The curricula are Core Knowledge and Singapore Math. These choices are made based on their success within similar populations of students. By providing rigorous educational experiences along with highly qualified and trained teachers, the students will have the opportunity to surpass the results of other students in the targeted area. The Science and Social Studies curriculum will help support the ELA acquisition through the content rich lessons aligned to the ELA lessons, and further develop listening skills

as presented through these two content areas. (Capacity Interview 26:00 – 30:00)

The school year is a traditional model with 181 instructional days. School days are longer than normal and provide instructional hours far above the state requirement for all grade levels. Time is built into the schedule for early release days for teacher professional development each Friday to allow the staff to review results from the week, analyze instructional practices and to make adjustments to curriculum and develop supplemental materials if needed to help students' perfect necessary skills. (Application Section A.4 Pages 1-3)

## Analysis

The educational plan meets the criteria for approval because the Applicant has presented a well written educational program that provides sufficient time for teacher preparation, adjustments to the curriculum and time during each school day allotted to meet the needs of all students, along with an assessment that helps identify gaps in student learning and weaknesses in the curriculum.

The TRP originally had concerns surrounding the choice of curriculum with the target population. These concerns were based around the fact that the CMO supports the curriculum. The TRP wondered whether the charter school would have the opportunity to change the curriculum if it was not successful with the target population. Those concerns were sufficiently addressed during the Capacity Interview with the team members, specifically Ms. Kimberley Marchisotto and Mr. Peter Boyle, indicating that if the curriculum is not meeting the needs of the student population, other curriculum would be discussed. (Capacity Interview 30:00) Ms. Marchisotto explained that Core Knowledge was specifically chosen because of the results it has with similar populations. Through her work as a Core Knowledge nationwide consultant, she has been able to see these results upfront. Additionally, the Academic Systems Plan in the application contains an outlined process to evaluate all curricula for alignment to the school philosophy and the needs of the students. (Capacity interview 34:30 - 35:15) (Application Section A.5. Pages 3, 8-10)

The daily schedule allows sufficient time for addressing the specific needs of individual students. By providing a daily ELA and Math remediation/acceleration block, the teachers will have focused time to devote to meeting the needs of all students no matter their particular academic achievement level. The early release Fridays will allow teachers time needed to monitor their student achievement, ensuring each student has the tools necessary to excel academically. The Academic Systems Plan presents a well-defined system of curriculum development, implementation, and revision. This process, along with the time allotted each week for teacher professional development (early release Fridays and two weeks prior to the start of school), (Section A.4 page 3) will result in an educational plan that will meet the needs of each student.

An assessment program will be used to monitor student attainment of standards and goals throughout the school year. Each time the students are given the NWEA MAP assessment, decisions will be made as to what type of interventions each student needs to have success within the curriculum. (Application Section A.5 Pages 11-19) Summative assessments are provided that will assist in determining whether or not a curricular gap is present, providing the teaching staff information to help guide the revision of curriculum as appropriate.

# Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	Yes	26	of	27	Yes	26	of	27
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	1				1			

## Plan Summary

The organizational section of the application is well written. Roles and responsibilities for the corporate board and the school governing body are aligned to the organizational chart provided. Founding corporate board members include individuals who are currently employed at other Challenge Foundation Academy schools in Arizona and Tony Best who is representative of CFA AZ. The school governing board is made up of community representatives with a variety of useful skills for both the development phase of the charter school and into the operational stage. With the experience on the corporate board of individuals who have started and operated CFA AZ schools, this school is poised for success.

The organizational structure will consist of a full time School Director that reports to the corporate board and works alongside the governing board. This structure also includes a half time Operations Director along with teaching staff and contracted support staff. Additionally, the Applicant will work with a CMO for necessary supports.

The Applicant will outsource several key services to vendors. These include food services, special education services, information technology services, legal services, janitorial/maintenance/landscape services and the obtaining of substitute teachers. While the charter school recognizes the need for these types of services, it is not fiscally responsible to take on employees for each area at this time.

## Analysis

The operational plan meets the criteria for approval because the Applicant Team, through the Capacity Interview, demonstrated good leadership skills and thought processes that indicate the presence of the ability to take on the challenge of opening a charter school. The application package was well written with very few revisions needed. The organization is well defined from the corporate board down to the personnel reporting structure. Systems are in place to recruit students, purchase and evaluate curriculum and to recruit teachers and other staff members. The major concern with this section was the specific choice of this CMO to assist the charter school in their endeavor to educate the students of Maryvale.

During the planning phase and through the start-up phase, the corporate board has been lending support and expertise in the development of the educational and business arms of the charter school. Working alongside Ms. Marchisotto, the Applicant has set processes in place to ensure students are recruited, the necessary curriculum is purchased, and the teaching staff is in place the first day of school. Once school begins, the focus of the school board will be to set policies, approve budgets and financial reports and handle certain student discipline issues. (Capacity Interview 45:50 – 48:08) For now, the skills and talents of the governing board will be utilized along with the skills of the corporate board to prepare the charter school in all aspects for opening day.

The organizational chart presents an extremely clear reporting structure that includes all staff members and contracted vendors reporting to the School Director. The organizational structure is expanded as the school grows to full enrollment within the first three years. Roles and responsibilities for each position are clearly articulated in section B.3 of the application package. (Pages 3 – 10)

The proposed School Director is well qualified to take on this role having been a national consultant for Core Knowledge, one of only four nationwide, who helped implement the program in several different states. She has spent the year in training with other successful school leaders in CFA schools. Through all of these experiences she has had the opportunity to coach teachers alongside school leaders and observe successful systems and procedures currently in place to determine what would be beneficial to have at Abraham Lincoln Preparatory Academy. With the continued assistance of members of the corporate board, who have experience in the CFA model and the Core Knowledge curriculum, she will continue to develop her capacity as a school leader. (Capacity interview 34:55 – 36:07 and 16:29 – 17:05)

The TRP was concerned about the choice of CMO for the proposed charter school. During the Capacity Interview, the Applicant responded to a question as to how the CMO will help the charter school to achieve their mission with the target population. (Capacity Interview 36:50 – 43:20) Mr. Best explained how the new charter school would be supported in all three areas of the application – academics, operations and business. Through providing funding for professional development, curriculum support and assistance with the benchmark testing program, the academic support will provide a well-rounded approach to meeting teacher and student needs. The CMO will provide assistance with marketing, student enrollment processes and general ready to open support, ensuring the charter school will have sufficient student numbers and teacher capacity to support the program of instruction. Business areas such as bulk purchasing power, facilities support and financial services for payroll and Human Resources will allow the school leader to focus on the academic portion of the charter instead of being so concerned with the operational pieces. The support of this CMO will take the burden of compliance off of the school leader allowing more time to focus on academics. The TRP was satisfied with this explanation for use of this specific CMO.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	Yes	31	of	32	Yes	32	of	32
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				0			

## Plan Summary

**Proposed** 7317 North 61<sup>st</sup> Avenue, Glendale, AZ 85301  
**Location:** 7726 North 59<sup>th</sup> Avenue, Glendale, AZ 85031  
 SWC 83<sup>rd</sup> Avenue and Camelback Road, Phoenix, AZ 85037

**Facilities Requirements:** *At the end of the third year of operation, the school campus will require 10 general education classrooms totaling 11,750 sf. The charter school will require access to restrooms, drinking fountains, reception areas, administrative offices, special education meeting space, a multi-purpose room, outdoor recreation space and special area instructional space.*



## Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	150	200	250
Total Revenue:	344,000.00	1,071,354.55	1,328,278.57	1,441,983.59
Total Expenditures:	307,881.90	1,029,514.00	1,261,081	1,384,776.10
Ending Balance:	36,118.10	41,840.55	67,197.40	57,207.49

The Applicant has provided a detailed explanation of the required facilities and a timeline for acquisition and facility improvements. With the help of Challenge Foundation Properties (CFP) the Applicant hopes to secure a facility that will be consistent with the mission of the charter school and the needs of the students. (Application Section C.1. Page 1) Enrollment will expand from 150 in year 1 to 250 in year 3 as the school expands from K – 2<sup>nd</sup> to K – 4<sup>th</sup> grades. Marketing has begun through spreading the word within the targeted community. The Applicant has a goal to have 1/3 of prospective students enrolled by March 2019 or they will step up their door to door canvassing. (Capacity Interview 1:03:31 – 1:06:44) The proposed school leader, Ms. Marchisotto, has reached out to Grand Canyon University (GCU) to discuss teacher recruitment. Since GCU is very active in the Maryvale community partially because of its close proximity, Ms. Marchisotto felt this was a good place to begin the recruiting effort. School staff will have 10 days of professional development prior to the beginning of school. This, along with early release Fridays, will provide the teaching staff time to reflect on teaching practices, work on curriculum needs and analyze assessment results to better meet the needs of students. The budget is conservative but provides curriculum and school supplies that are needed for the program of instruction. The budget is based upon 90% enrollment.

## Analysis

The business plan meets the criteria for approval because the plan presented in the written application is solid, well defined, and addresses all required areas in great depth. Outside of a single score of approaches in the first submission, this section was perfect.

The marketing strategy is outlined with dates and activities specified. With the assistance of CFA AZ the Applicant will attend community meetings, canvas neighborhoods, and host meetings specifically for parents to hear about the new charter school offering and sign letters of intent if appropriate for their student. Once the charter receives approval, a big push will begin for enrollment. (Application Section C.2, Page 1)

The proposed school leader has been in the CFA Fellows program this past year, shadowing school leaders at Ethos Academy and Western School of Science and Technology, both CFA charter schools. Additionally, she has extensive knowledge of the curriculum that will be used for ELA – Core Knowledge. She is a national consultant for this program, working with schools across the nation to implement the curriculum with fidelity in many different geographic areas. Her deep understanding of Core Knowledge will ensure the implementation at Abraham Lincoln Preparatory School is done with fidelity. (Capacity Interview 16:50 – 17:16) In addition to the leader’s vast experiences, Tony Best and Peter Boyle, members of the corporate board, have experienced success in all areas of charter school operations with their work in CFA AZ schools. (Capacity interview 17:16 – 17:48)

Teacher recruitment has begun conversations with Grand Canyon University and the Teach for America organization. Ms. Marchisotto has also begun conversations with other teacher preparation schools to identify students that would be a good fit for the charter school. Competitive salaries and benefits have been established to aid in the recruitment of teachers. (Capacity interview 1:06:44 – 1:08:00)

Both the start-up budget and the operational budget are conservative in their approach, but also provide the curriculum, facilities, and technology supplies needed for the school to begin operations. The budget is based on 90% enrollment of the target projection for all three years. During the Capacity interview the question was asked as to what would happen on day 1 if enrollment was only at 50% of the projected target. Ms. Marchisotto responded with a logical thought process indicating that enrollment targets had been set and if they are not met by the timeframe given, then student recruiting efforts would have to be increased. Despite the extra push if needed, Ms. Marchisotto indicated that if enrollment was at 50% the staffing plan would have to be reviewed to determine what positions would have to be cut in order to provide for the needs of the students enrolled in school. (Capacity Interview 1:12:52 – 1:15:08)

# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Kimberley Marchisotto	Charter Principal, Charter Representative, Proposed School Leader	Yes
Tony Best	Charter Principal, CFA AZ	Yes
Matt Sandoval	Charter Principal, Charter Representative	Yes
Peter Boyle	Charter Principal	Yes
Debbie Peterson	School governing board member	Yes
Mariann Nystrom	School governing board member	Yes
Annette Tanori	School governing board member	No

## Analysis

The Applicant presented a near perfect application which was followed by a Capacity interview that left no doubt in the minds of the TRP that this team of people have the capacity to open and operate a highly successfully charter school

The educational plan has a well-defined curriculum, along with a comprehensive assessment system that will support the teachers in their endeavor to identify areas of student need. Professional development days prior to the start of the school year will enable teachers to become familiar with the curricula and work towards preparing to implement each with fidelity. Early release Fridays will provide the teaching staff time to reflect on their practices and make adjustments as necessary. Overall, the educational plan is well done.

With the support of the corporate board and the school governing body, the charter school will have a multitude of skill sets and practical life experiences to draw from to help develop this charter school. The CMO will provide assistance in the areas of real estate acquisition and renovation to ensure the facility is ready to go by day one. Additionally, the finance and compliance pieces of charter school operation will be supported by the CMO allowing the school leader to be the academic leader who supports the teaching staff.

Through the entire application process, the Applicant has demonstrated the leadership capacity to operate a charter school. The partnership with CFA AZ and the experiences of the proposed school leader will provide Abraham Lincoln Preparatory School the support needed to become a thriving charter school in the Maryvale neighborhood.

**CONSENSUS REVISED SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2019-2020 CYCLE**

<b>Applicant Group</b>	Abraham Lincoln Preparatory School: A Challenge Foundation Academy
<b>Proposed School Name</b>	Abraham Lincoln Preparatory School

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Revised Submission Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Revised Submission Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Revised Submission Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
<b>A.2 Total</b>		<b>0</b>	<b>0</b>	<b>3</b>	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria

A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria
A.3.1d	Describe the process for student retention.			1	Meets the Criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. 15-701.01.				NOT APPLICABLE
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.				NOT APPLICABLE
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.				NOT APPLICABLE
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.				NOT APPLICABLE
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.				NOT APPLICABLE
<b>A.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.			1	Meets the Criteria
A.4d	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria
A.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria

A.5c	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):</p> <p>i. Adoption of curriculum aligned to Arizona State Standards;</p> <ul style="list-style-type: none"> <li>• adopting new and supplemental curriculum,</li> <li>• gathering curriculum options,</li> <li>• evaluating proposed curriculum programs and materials, and</li> <li>• verifying the curriculum is aligned to Arizona State Standards.</li> </ul> <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• determining if curriculum is effective based on criteria set by the school,</li> <li>• ensuring that the curriculum allows students to meet the standards,</li> <li>• verifying whether curriculum is aligned to student needs, and</li> <li>• identifying if a curricular gap is preventing the students from mastering a standard.</li> </ul> <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> <li>• making revisions to existing curriculum, and</li> <li>• replacing/supplementing existing curriculum through adoption of new curriculum.</li> </ul> <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> <li>• ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>		1	Revised Submission Meets the Criteria
A.5d	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II):</p> <p>i. Developing the assessment system;</p> <ul style="list-style-type: none"> <li>• creating a data collection system that involves both formative and summative assessments,</li> <li>• ensuring the assessment system is aligned to the curriculum, and</li> <li>• the instructional methodology/program.</li> </ul> <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> <li>• students are performing,</li> <li>• whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>• what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul> <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> <li>• determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>• determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>		1	Revised Submission Meets the Criteria

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>verifying if the instruction allows students to effectively master state standards, and</li> <li>ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>integrating curriculum into instruction consistently, and</li> <li>implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>using criteria to clearly measure instructional quality, and</li> <li>disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul> <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.</li> </ul>			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>determining what PD topics will be covered throughout the year and</li> <li>deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>supporting high quality implementation of PD strategies by providing support and</li> <li>allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>monitoring that the strategies learned in professional development are implemented, and</li> <li>following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments

A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation :</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction :</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.



A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5 Total		0	0	7	
<b>Part A Sub Total</b>		0	0	48	
<b>Part B Operational Plan</b>					
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
B.1 Total		0	0	8	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
B.2 Total		0	0	5	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria

B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>0</b>	<b>4</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.			1	Revised submission addresses criteria, but lacks sufficient detail in: Providing a detailed explanation of how contracting with or having a governance relationship with the ESP allows the Applicant to fulfill its mission and implement its program of instruction.
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.			1	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.			1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.			1	Meets the Criteria
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>Part B Sub Total</b>		<b>0</b>	<b>1</b>	<b>26</b>	
<b>Part C Business Plan</b>					
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments

C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.				NOT APPLICABLE
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
<b>C.2 Total</b>		<b>0</b>	<b>0</b>	<b>8</b>	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul>			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria

C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
<b>C.3 Total</b>		0	0	5	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.4 Total</b>		0	0	6	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.5 Total</b>		0	0	8	
	<b>Part C Sub Total</b>	0	0	32	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	0	1	106	
<b>SUMMARY</b>	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Meets 95% Test				
<b>CONCLUSION</b>	<b>Meets the Criteria, Therefore Proceeds to Interview</b>				