

APPENDIX A

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 13, 2018

New Charter Application for

Alexander Hamilton Community School

Submitted by

**Alexander Hamilton Community School: A Challenge Foundation
Academy**

Report Summary

Recommendation: Approve				
Applicant Name:		Alexander Hamilton Community School: A Challenge Foundation Academy		
Proposed School Name:		Alexander Hamilton Community School		
Grades Served Year 1:	K - 2	Grades Served Year 2:	K - 3	Grades Served Year 3: K- 4
Location:	The Maryvale Community of Phoenix			
Mission Statement:	Alexander Hamilton Community School: A Challenge Foundation Academy exists to support our scholars in being academically and professionally successful by coupling high expectations with rigorous instruction, activating student leadership, and strategically partnering with families, organizations, and leaders from the community, resulting in scholars meeting and exceeding academic 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	90%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	96%	Yes	96%
Business Plan Score ≥ 95%?	Yes	100%	Yes	100%

In-Person Interview Summary

The in-person interview was held on October 31, 2018. The interview was attended by the following individuals:

- Jessica Roman-Salazar - Proposed School Director and Authorized Representative
- Tony Best – Charter Principal and State Director for Challenge Foundation Academy, AZ
- Matt Sandoval – Charter Principal, Secretary of the Corporation
- Peter Boyle – Charter Principal
- Mario Gonzalez - President of the School Governing Board
- LaSetta Hogans - School Governing Board Member
- Dustin Panoff - Treasurer of the School Governing Board

The questions asked by the TRP were addressed mainly by Ms. Roman-Salazar and Mr. Best, but each member of the interview team did participate in the in-person interview as was appropriate to each question and was able to completely answer the specific questions asked.

The TRP had concerns regarding the choice of this specific CMO and the specific curriculum (Core Knowledge) with respect to meeting the needs of the target population. During the Capacity Interview, the Applicant was able to provide information indicating the chosen curriculum has proven results, particularly with language development, which is an integral part of a student's continuing success in school. Generally, students in the target population come to school with large learning gaps, but through the use of Core Knowledge and the teaching of rich texts, students are able to build their background knowledge, which in turn will increase their vocabulary, causing a natural increase in reading skills. (Capacity Interview 21:29 – 22:56) Because of the experiences of the Charter Management Organization with the Core Knowledge curriculum and their successes with the target population, the Applicant is ensured that the new charter school will be appropriately served and supported in this endeavor by the chosen CMO. (Capacity Interview 34:50 – 39:05)

During the closing statement (Capacity Interview 1:15:01) Ms. Roman-Salazar reiterated the strength of the entire applicant team with “over 100 years” of experience within the areas of school start-up, teaching, leading, non-profit management, and financial knowledge and experience. Additionally, the Applicant Team has the support of CFA (Challenge Foundation Arizona) and the existing school leaders that operate other charters in the target population area. The team shares a strong belief in the school's philosophy and vision and all are dedicated to bringing this new charter school to successful fruition.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Alexander Hamilton Community School be approved because of the strength of the written application and the capacity of the entire team, as evidenced during the Capacity Interview. The educational plan provides a rigorous curriculum that will support the target population and assist the students on their way to becoming great scholars. The organizational plan presents qualified individuals seated on both the corporate and school governing boards to assist within the start-up and continued operations of the charter school. This structure is supported by the strength of the CMO with demonstrated success with similar target populations. The business plan presents a conservative budgeting approach that will enable the Applicant Team to carry out the business of educating students with enough resources to provide for the specific needs of individual students. The Applicant Team demonstrated during the Capacity Interview that they are a strong group of individuals who have the skills, knowledge and experience to support all three areas of the application.

The educational plan was well written, addressing all aspects of educating students living in the target population area. The curricula for ELA and Math have been chosen for their success within similar populations of students. A comprehensive assessment system will be implemented to monitor student success within the program and to assist with the identification of areas in which the teaching staff may need further development or assistance. Overall, the plan is strong.

The operational plan demonstrated capacity within the school leadership team and the CMO to support the activities necessary to operate a charter school. The CMO assists the charter school by taking on many of the operational pieces allowing the “School leader to be free to be the academic leader” (Capacity Interview 38:50 – 39:10) Both the existing corporate board and the school governing body have a diverse group of skill sets that will be beneficial to the start-up and continued operation of the charter school. Plans are in place to seek additional members of the school governing body that will provide additional expertise in needed areas consistent with the bylaws of the Corporation.

The business plan is well developed with the initial search for a facility to take place with the assistance of the CFAAZ (Challenge Foundation Academy Arizona). Through the benefits provided by CFA, the Applicant will have support for the identification and renovation of the facility and access to bulk purchasing and back office support. Along with a conservative budget, the Applicant has the tools in place for long term success. The business plan was well written with no concerns in either the initial or resubmitted review process.

Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
	No	43	Of	48	Yes	48	Of	48
Educational Plan Score ≥ 95%?								
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	5				0			

Plan Summary

The Applicant will serve a section of the Maryvale Community in Phoenix with a population of 75,000 school aged children. This population has a large proportion of students that speak English as second language, a free and reduced lunch percentage well over the state average of 47%, and a large percentage of the adult population that does not have a high school diploma or GED. (Pg. 3 of 9) The proposed charter school will begin serving Kindergarten through second grade and will increase a grade level each year stopping with fourth grade. The educational philosophy is heavily based on filling the gaps that children from poverty typically have when they first enter school. This will be achieved through three foundational beliefs – an education that expands a student’s background knowledge, involves families in the education, and involves community organizations that can provide assistance in helping students achieve these goals.

The Core Knowledge curriculum will be utilized for English Language Arts (ELA) and Singapore Math will be used for the math program. Both of these curricula have allowed other schools with the same demographic make-up to produce successful academic results, helping students fill the gaps and become productive scholars. Additionally, the Science and Social Studies curricula will help support the acquisition of Language and Listening Skills and will provide direct alignment to the ELA curriculum. The NWEA assessment program will be used to monitor student progress throughout the school year.

The school calendar is a traditional calendar that includes 181 instructional days. The length of the school day is significantly longer than the average school day and far exceeds the minimum hour requirements as defined in Arizona statute. Fridays are designated early release days so that teaching staff will have time to plan, analyze their instructional practices, and make adjustments to curriculum where needed.

Analysis

The educational plan meets the criteria for approval because the Applicant provided a well-defined educational program that includes teacher preparation, time for adjustments to the curriculum, sufficient time during the day to meet the needs of all students, and an assessment program that will help identify gaps in student learning.

The TRP had original concerns surrounding the choice of curriculum with the target population. 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. Roman-Salazar, indicating that supplementation to the two major curricula (Core Knowledge and Singapore Math) would be done if it was discovered there were gaps in student learning that were not being met and if necessary, a new curriculum could be provided. The curriculum choices of Core Knowledge and Singapore Math were justified, and have proven successes within populations with the same demographics. (Capacity Interview, 24:35 – 25:49, 29:03 – 31:00)

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 a curriculum 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. 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 ≥ 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 this application is well done with definitive roles and responsibilities for the corporate board and the school board that align with the personnel organization. Founding corporate board members include individuals who currently work within other Challenge Foundation charter schools in the same geographic region, as well as Tony Best, who is a representative from Challenge Foundation Arizona.

The school governing board is comprised of community members with other prospective members in the wings. Each board has roles and responsibilities and will oversee the foundational development of the school and will then provide ongoing support to the governing body.

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.

Several key services will be outsourced to vendors. These include food services, special education services, information technology services, legal services, janitorial/maintenance/landscape services and the obtaining of substitute teachers. The charter school recognizes the need for these services, but at the school start-up it will be fiscally responsible to outsource instead of having employees take on these roles.

Analysis

The operational plan meets the criteria for approval because the Applicant Team, through the Capacity Interview, demonstrated the ability to open and operate a charter school, and the original application package was well written, with little revision necessary. The charter school organization is spelled out from the corporate board down to the actual personnel reporting structure. Systems are in place to recruit students, purchase curriculum and identify teachers and other staff members. One concern from the written application surrounded how the choice of this specific CMO would assist the charter school in meeting the needs of the students in the target population.

During the planning and start-up phase of the charter school, the corporate board will lend expertise in development of the educational and business plans working alongside Ms. Roman-Salazar to ensure students are recruited, curriculum is procured, and teaching staff is in place for opening day. After the school is open and running, the governing board will transition to the “maintenance board” with the purpose of creating policies, hearing grievances and approving vouchers, to say the least. This work will be supported by the members of the corporate board who have extensive experiences in many aspects of the educational field. As the charter school approaches the actual opening, additional governing board members will be recruited from the community to fill specific positions of need according to the bylaws. (Capacity Interview 44:50 - 46:01)

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. (Pgs. 3 – 10)

The proposed School Director has spent the year in training with other successful school leaders in CFA schools. She has had experiences coaching teachers alongside school leaders, observing systems and procedures in place in existing schools, and discovering how the curriculum and assessment tools are utilized within the target population. 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. The proposed school leader is currently developing systems and processes that

are designed specifically for Alexander Hamilton Community School. (Capacity Interview 50:17)

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 34:50 – 39:30) Mr. Best responded to the question indicating the specific aspects of their support for the charter school in the areas of academics, operations and business. The CMO is tasked with making sure the school leader is free to be the academic leader of the charter school. To that end, the CMO provides supports for teacher professional development, assistance with curricular implementation, weekly trainings, marketing, assistance with HR functions and back office support such as accounts payable, accounts receivable and facility acquisitions. Ms. Roman-Salazar indicated that the availability of interventions and supplements for the ELA and Math curriculum are of vital importance to the success of the young scholars. The CMO provides that information to the charter school, allowing student needs to be met. (Capacity Interview 39:50 – 43:00) The TRP was satisfied with this explanation of the reasoning behind the selection of this CMO.

Business Plan

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

Plan Summary

Proposed

Location: No specific location has been identified, but three possibilities exist:
 6502 N. 27th Ave, Suite C Phoenix 85017
 3102 North 29th Ave, Phoenix 85017
 6502 North 27th Ave. Suite B Phoenix 85017

Facilities Requirements: The facility will require 6 general education classrooms for year one and increase to 10 in year three. Minimum square footage is 7,050 in year one increasing to 11,750 in year three for an average of 47 square feet per student. Additional facility needs include a reception area, administrative offices, special education meeting space, outdoor recreation space and a multi-purpose room. The square footage of these additional spaces is included in the 47 square feet per student.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		150	200	250
Total Revenue:	344,000	1,071,354.55	1,328,278.57	1,441,983.59
Total Expenditures:	307,504	1,029,514	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 timeline for securing an appropriate facility. Beginning immediately upon having a charter approval, the Applicant will work with CFAAZ to secure a facility within the target population area and renovate the facility to have all necessary items in place for an August opening. Enrollment is projected to grow during the first three years of operation as a grade level is added each year. The marketing plan is well defined beginning in January of 2018 and is ongoing through the first day of school.

Promotional materials will be provided by CFA and assistance with website and social media presence will also be provided by CFA. Relationships are being developed with organizations that are involved in teacher recruitment, such as Teach For America and local universities. The budget is based upon an enrollment of 90% of the total projected school enrollment. The budget is conservative with competitive salaries and benefits for employees.

Analysis

The business plan meets the criteria for approval because it is specific with clearly articulated timelines, marketing strategies, and management processes. Upon the initial review of the submitted application, the Applicant had a perfect score with all areas completed. (Application section C.1. Page 1)

With the assistance of CFAAZ, the Applicant has begun canvassing the target neighborhoods providing preliminary information about the possibility of a new charter school. Upon approval, the Applicant will begin marketing and student recruitment efforts in earnest, again with the assistance of CFAAZ. This assistance is not only monetary, but hands on, with corporate board members providing assistance as needed.

The proposed school leader has had the opportunity to participate in training for this school year with school leaders in other CFA schools located within similar target populations. By working with these successful leaders, Ms. Roman-Salazar has had the opportunity to observe successful practices in action and has begun to build her own leadership capacity. The staffing plan outlined for the first three years of operation provides a sufficient number of staff members to implement the program of instruction with fidelity and allow enrollment growth, as defined in the budget, to proceed as planned. (Application section C.3 Page 1)

Teacher recruitment involves working with different organizations and university education programs to identify, and eventually hire, the most talented individuals to work with the student population. (Capacity Interview 59:00) Competitive salaries and benefits are included in the personnel plan.

A conservative budget is presented. Necessary curriculum items, office supplies and furniture and equipment are listed with cost sources included. Enrollment is projected at 150 the first year but the budget is built on 90% of that estimate to account for dips in enrollment. During the Capacity Interview the TRP asked what the Applicant would do if it was the beginning of the school year and the actual enrollment was only 50% of projections. Ms. Roman-Salazar indicated that staff would have to be scaled back beginning with the three teaching assistants, then teaching staff. The Applicant might find it necessary to scale back the facilities as well. Certain aspects of the curriculum were discussed that could be cut if the situation became dire. Overall, Ms. Roman-Salazar addressed the question logically and thoughtfully demonstrating good leadership capacity. (Capacity Interview 1:12:35)

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Jessica Roman-Salazar	Proposed Director, Charter Principal	Yes
Tony Best	Charter Principal	Yes

Matt Sandoval	Charter Principal	Yes
LaSetta Hogans	School Governing Board Member	Yes
Dustin Panoff	School Governing Board Member	Yes
Mario Gonzalez	School Governing Board Member	Yes
Peter Boyle	Charter Principal	Yes

Analysis

Both in the written application and the Capacity Interview, the Applicant team demonstrated capacity for operating a charter school. Through the narrative provided in the educational plan it is clear that the chosen curricula are strong for use with the target population. The Academic Systems Plan (section A.5) describes the development, implementation and revision of the curriculum and the professional development provided to make sure the educational plan is implemented with fidelity to meet the needs of the students.

The partnership with an experienced CMO that is currently operating other charters in the same geographic areas will be critical to the charter school's success. This support will provide a plethora of educational and operational experiences that will enable the proposed school leader and the school governing board a backbone of support during the formative years.

A conservative budget and financial assistance provided by the CMO through payment of marketing activities, as well as providing HR and back office support, will provide a cushion for the surprises that always happen when a new charter is opened.

Throughout the Capacity Interview, the entire team spoke to the experiences they each bring to the table for the support of the new leadership team and the services that will be provided to this new charter school so that success will be highly possible.

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

Applicant Group	Alexander Hamilton Community School: A Challenge Foundation Academy
Proposed School Name	Alexander Hamilton Community 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	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	Meets the Criteria	
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria	
A.1 Total		0	0	6		
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	
A.2 Total		0	0	3		
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	
A.3 Total		0	0	5		
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
A.3.1 Total		0	0	5	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	Technical Assistance/ Comments
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
A.3.2 Total		0	0	0	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
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.4c	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria
A.4 Total		0	0	5	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments
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"> • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State Standards. <p>ii. Implementation of curriculum to include;</p> <ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard. <p>iv. Revision of curriculum to include;</p> <ul style="list-style-type: none"> • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum. <p>v. Adaptation to address the curriculum needs of subgroup populations by;</p> <ul style="list-style-type: none"> • ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups. 		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"> • creating a data collection system that involves both formative and summative assessments, • ensuring the assessment system is aligned to the curriculum, and • the instructional methodology/program. <p>ii. Analyzing assessment data;</p> <ul style="list-style-type: none"> • students are performing, • whether instructional methodology and curriculum are meeting the needs of all students, <p>and</p> <ul style="list-style-type: none"> • what adjustments are made when methodology and/or curriculum are not meeting student needs. <p>iii. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. <p>iv. Year to Year comparison;</p> <ul style="list-style-type: none"> • determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency • determine the analysis completed during the year to allow for valid and reliable comparisons from year to year. 		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"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations. <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> integrating curriculum into instruction consistently, and implementing the curriculum with fidelity to the design of the curriculum and program of instruction. <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> 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. 			1	Revised Submission 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"> determining what PD topics will be covered throughout the year and deciding what data and analysis will be used to make those decisions. <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support and allocating resources such as time, space, and the necessary material items required for implementation. <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation. <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups. 			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. 1. Learning Target: 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. 2. Prior Knowledge: 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. 3. Instructional Plan: 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. 4. Instruction: 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. 5. Formative Assessment: 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. 6. Summative Assessment: 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. 7. Remediation : 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. 1. Learning Target: 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. 2. Prior Knowledge: 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. 3. Instructional Plan: 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. 4. Instruction : 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. 5. Formative Assessment: 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. 6. Summative Assessment: 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. 7. Remediation: 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	
	Part A Sub Total	0	0		48	
Part B	Operational Plan					
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.3 Total		0	0		4	
B.3.1	Education Service Providers	F	A	M		Technical Assistance / Comments
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 meets the needs of the target population, including improving pupil achievement.
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.3.1 Total		0	1		4	
B.3.2	Contracted Services	F	A	M		Technical Assistance / Comments
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.3.2 Total		0	0		5	
Part B Sub Total		0	1	26		
Part C	Business Plan					

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.			1	Meets the Criteria
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.				NOT APPLICABLE
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
C.1 Total		0	0	5	
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
C.2 Total		0	0	8	
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"> • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year. 			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
C.3 Total		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
C.4 Total		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	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
C.5 Total		0	0	8	
	Part C Sub Total	0	0	32	
Grand Total	Parts A, B, and C	0	1	106	
SUMMARY	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					
CONCLUSION	Meets the Criteria, Therefore Proceeds to Interview				