

APPENDIX A

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 05, 2018

New Charter Application for

Phoenix Modern

Submitted by

New Learning Ventures, Inc.

Report Summary

Recommendation:					Approve	
Applicant Name:		New Learning Ventures, Inc.				
Proposed School Name:		Phoenix Modern				
Grades Served Year 1:	K-5	Grades Served Year 2:	K-7	Grades Served Year 3:	K-8	
Location:	6 potential sites listed in central Phoenix. Decision to be made in 12/2018					
Mission Statement:	The mission of Phoenix Modern is to support a diverse community of learners in developing the skills, mindset and character that best prepare them for positive, healthy and productive engagement in the world.					

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?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	89%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	95%	Yes	100%
Business Plan Score ≥ 95%?	No	82%	Yes	100%

In-Person Interview Summary

Corporate Board Members:

James Aaron Klusman

Andrew Collins

Steven Wheeler

Tyler Johnson

Jack DeBartolo

All five charter principals attended the interview. Andrew Collins was the primary speaker for the group; however, each member did participate in answering a question. The TRP was impressed with the overall quality of the written plan. The only concern was if there was a contingency plan in place in the event the enrollment number should be 50% of the projected amount. The applicant explained that the current budget was based on attaining a 75% enrollment and also having secured financial backing for start-up funds, in addition to strategically making cuts in the areas of staff and facility space. (Capacity Interview 11:39)

TRP Qualitative Analysis Summary

The TRP recommends that the application for New Learning Ventures, Inc. be approved because all three plans have perfect scores in meeting the criteria for board approval. Furthermore, the capacity interview solidified the TRP's position to fully recommend the approval for New Learning Ventures, Inc.

Academic Plan

New Learning Ventures has developed a well-structured and detailed educational plan. The TRP saw no concern with them implementing their model.

The Educational plan meets all the required criteria. New Learning Ventures has laid out a clear and solid educational philosophy to guide the mission of the school. There is also a program of instruction that is well-researched and meets the needs of the school's target population. Mastery and promotion criteria have all been addressed and the course offerings and graduation requirements are clearly spelled out. Finally, the academic systems plans put in place guarantee that all the subject matter areas have been well thought out in terms of instruction, assessment, and remediation.

Operational Plan

New Learning Ventures' operational plan clearly stands on its own. The TRP saw no concerns in the administration of the Applicant's plan.

The Operational plan offers the necessary functional framework necessary for ensuring the participants are all in place to see to the fulfillment of the educational plan. The operational plan also provides a clear picture of the various internal personnel involved in running the school and their various capacities towards guaranteeing the successful operation of the school. The section also clearly details the various contracted personnel necessary to meet the needs of the target population.

Business Plan

New Learning Ventures has developed a carefully crafted business plan. It is obvious that the applicant team has the capacity to put its plan into action

The Business Plan clearly lays out the necessary financial foundation to support the practical budgetary requirements for the infrastructure of the school. It is obvious that New Learning Ventures, Inc. has researched and secured the necessary facilities to house its school. Personnel hiring and the budget to operate the school both in its first year and subsequent three-year period of operation is clearly laid out and viable.

Educational Plan

	<u>Preliminary TRP Scores</u>				<u>Revised TRP Scores</u>			
Educational Plan Score \geq 95%?	Yes	43	Of	49	Yes	49	of	49
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				0			

Plan Summary

The Applicant proposes to serve students in grades K-8. The target community is home to more than 50,000 students between the ages of 5 and 14, with an estimated one to two percent annual growth rate. The data also shows that the majority of families are Hispanic with the second most prevalent race being white. The population in this area are non-citizens and about 11% speaking only Spanish at home with up to 37 percent of families having one parent in the household with no spouse.

The Applicant's educational philosophy is based on the premise that the current educational process is a "one size fits all" approach that is inadequate and does not properly address the needs of today's students to be prepared for the increasingly complex world. The Applicant's objectives for the students include the following:

- Master core skills in math, reading, and writing
- Develop 21st Century skills, including strong communication, critical thinking, collaboration, and creativity

- Apply skills in a variety of domains including science, art, and humanities.
- Demonstrate the necessary building blocks for a life time of learning, including a growth mindset and perseverance (Educational Plan A.1: Educational Philosophy, page 2).

The Applicant's learning methodology components of its model are:

- Self-paced mastery of reading, writing and math skills – through deliberate practice and the latest in educational technology, students spend a period of the day working on their core academic skills.
- Real world tools and skills – through hands on integrated projects, students build 21st century skills, including how to apply their core skills in useful ways.
- Critical thinking and powerful writing and speaking – through deep Socratic discussions, a writer's workshop, and public exhibitions, students engage in critical thinking and build purposeful and effective communication skills.
- Authentic relationships – through community promises, students form a tightly bound community grounded in positive, supportive relationships, led mostly by themselves (Educational Plan A.3: Program of Instruction, page 1).

The Applicant's proposed calendar for the 2019-2020 school year includes 180 days of instruction, with each day officially starting at 8:30 a.m. and ending at 3:30 p.m. This provides a total of 1,080 hours of instruction (not including lunch or 15 minutes of studio maintenance). Though the weekly schedule is flexible, it provides time for at least 300 minutes of math and 450 minutes of core skill instruction in reading and another 60 minutes for dedicated reading time, with choice books every week. Additionally, the weekly schedule provides 300 minutes of instruction in specialty areas, and another 420 minutes of time for integrated projects and writer's workshop that incorporate math, reading, writing, science and social studies. Finally, the schedule provides 225 minutes for intentional discussion that addresses communication skills, habits of success, helpful learning frameworks, and motivation for learning. (Educational Plan A.4: Calendar & Weekly Schedule, page 1).

The proposed curriculum is aligned with Arizona State Standards utilizing materials, such as Lexia, NewsELA, Click N' Spell, NoRedInk, and Evan-Moor's Grammar and Punctuation for language arts and similar adaptive programs for math, such as Khan Academy, Dreambox, ST Math, and ALEKS. (Educational Plan A.3: Program of Instruction, page 1-4).

Through a variety of assessments such as: Learning Badges (competency based), 360 Reviews, Portfolios of work, Exhibitions, Goal Setting and Reflections, Academic Trackers, and Standardized Tests will be administered to measure student achievement.

Analysis

The educational plan meets the criteria for approval because the selected curriculum and instructional strategies are clearly linked to the needs of the target population including its sub-groups. As a result, the TRP had no concerns about the Applicant's understanding of its target population or of the method of implementation for its educational model. Furthermore, the calendar fully supports the model, which showcases goal setting, core skills, exploration and enrichments, projects/discussion/writer's workshop, choice reading and exhibition. (Educational Plan A.4: School calendar, page 2).

It is evident that the Applicant has a policy consistent with the State requirement to determine student mastery and promotion based on the criteria provided (Educational Plan A.4: Mastery & Promotion, pages 1-4).

The Applicant team has successfully submitted a well structured educational plan. At the capacity interview Mr. Collins was the primary speaker; however, all members did respond when questioned and were fully

engaged. It was clear that all participants were fully on board with a clear understanding of their application and its mission.

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score \geq 95%?	Yes	20	of	21	Yes	21	of	21
Number of "Falls Below" ratings	1				0			
Number of "Approaches" ratings	0				0			

Plan Summary

The Phoenix Modern Governing Board ("Governing Body") will be an appointed subcommittee of the corporate board for New Learning Ventures, Inc. and is established for the school to serve as the governing body in accordance with A.R.S. §15-183. The corporate board will establish this governing body for Phoenix Modern and appoint at least five members within one month of signing the charter contract. (Operational Plan B.2: School Governing Body, page 1).

The Governing Body approves school policies and monitors the school's performance in accordance with A.R.S. §15-183. The Governing Body will also review and make a formal recommendation for the school's budget to the corporate board. Adopted policies and procedures for the school are communicated to parents via the school's Parent/Student Handbook, which includes the policies, procedures, and operations of the school. It presents information highlighting school policies and guidelines necessary for the academic achievement, safety, welfare, and wellbeing of the students. The governing board will also meet monthly to review progress on school objectives, including a monthly review of financials (cash flow statements, statement of financial activities, including budget to actuals, and statement of financial position) and an overview of student academic progress. Additionally, the Governing Body will support and hold accountable the managing director of Phoenix Modern, conducting his or her annual review and evaluation. (Operational Plan B.2: School Governing Body, page 1).

The Applicant proposed to contract services in the areas of Curriculum Development, Education Specialists, Special Education, Community Engagement Liaison, Accounting, Auditing Services, Legal Services, and Informational Technology Services. (Operational Plan B.3.2: Contracted Services, page 1).

Analysis

The operational plan meets the criteria for approval because all sections are detailed and reflect an understanding of how a charter school operates. The proposed governance plan includes detailed descriptions of roles and responsibilities, as well as training and support of the board. (Operational Plan B.2: School Governing Body, page 1).

Members of the governing board will include a diverse group of local community members who align to the mission and philosophy of the school and who have the capacity to ask critical questions, evaluate performance, and plan strategically. Initially appointing members to the school governing board is the sole responsibility of the corporate board with support from NLV's CEO and managing director for Phoenix Modern. When appointing members to the school governing body, the NLV corporate board will seek individuals who can objectively govern the school and demonstrate skills relevant to fulfilling their responsibilities as governing board members. (Operational Plan B.2: School Governing Body, page 1).

The costs for Contracted Services are correlated to the needs of the target population and appropriate to effectively implement the chosen model of instruction. (Operational Plan B.3.2: Contracted Services, pages

1-9).

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
	Yes	21	of	27	Yes	27	of	27
Business Plan Score \geq 95%?	Yes	21	of	27	Yes	27	of	27
Number of "Falls Below" ratings	1				0			
Number of "Approaches" ratings	5				0			

Plan Summary

Proposed Location: Option 1: 730 E Highland Ave
 Option 2: 3605 N 7th Ave
 Option 3: 2002 E Osborn Rd
 Option 4: 2303 E Thomas Rd
 Option 5: 733-737 W McDowell Rd
 Option 6: 750 W Grand Ave

Facilities Requirements: Year 1: A projected 75 students requiring 3,900 Sq. Ft. w/ 3 studios
 Year 2: A projected 150 students requiring 6,900 Sq. Ft. w/ 3 studios
 Year 3: A projected 210 students requiring 9,300 Sq. ft. w/3 studios
 The Applicant anticipates the facility divided into at least three sections or large rooms, one each for primary, elementary, and middle school studios. The space may also be further sectioned off so that each group of up to 25 students and their guide have their own studio space.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		75	150	210
Total Revenue:	612,500.00	875,756.25	1,165,390.59	1,540,911.74
Total Expenditures:	486,532.00	733,262.16	1,075,801.00	1,357,511.12
Ending Balance:	125,968.00	142,494.09	89,589.24	183,400.62

The business plan included six facilities options within the targeted area. A timeline for securing the facility and projected facility costs budget outlining costs for the first three year are also included. (Business Plan C.1: Facility Acquisition, pages 1-3).

The applicant provided estimated enrollment projections covering the first three years, (Business Plan C.2 Marketing and Student Enrollment, Page 5) as well as providing detailed information regarding a contingency plan if projections are not met. (Capacity Interview 11:39)

The Applicant proposed a multifaceted marketing campaign that will include mailers sent to homes within a 5-10 mile radius of the target location, print advertising in local newspapers, flyers at local businesses, as well as online at parenting blogs, Facebook, Schola (school matching system), Choose-A-School, and other websites relevant to its target communities. The Applicant will also provide fun, engaging events for families to attend at partner locations such as local churches and cultural locations (e.g. museums and libraries). The Applicant will also work with a public relations company to share information in widely circulated newspapers in their target community. Furthermore, it will maintain a website that has information in English and translated in Spanish. Additionally, the Applicant will hire community liaisons to reach targeted communities, help overcome any language barriers, and provide support for understanding the learning approach and navigating the enrollment process. (Business Plan C.2 Marketing and Student Enrollment, Page 1)

The Applicant has provided a well-structured proactive recruitment plan and a detailed hiring selection process. In addition, a carefully thought out plan for teacher training, an attractive competitive compensation plan, as well as a professional growth and time off package that promotes building and supporting teachers were provided. (Business Plan C.3 Personnel, Pages 5-7)

Revenue calculations for the three-year operational budget are based on 95% of anticipated full enrollment for the first three years. Expenses on average for the first three years consume 88% of revenue, thus providing a cushion for the event of any setbacks. The budget has been carefully crafted to implement and sustain the education model selected.

Analysis

The business plan meets the criteria for approval because all sections of the plan are detailed and demonstrates the Applicant’s understanding of the resources necessary to operate a charter school. The facility plan includes costs for renovating and upgrading each of the six potential site locations. The marketing plan was well written. The Applicant provided the details on enrollment goals for the first three years, plans to attract families and community members, costs and timeline benchmarks for the marketing plan with outcomes. Under the section “An Attractive Place to Work” (Business Plan C.3 Personnel, Pages 7), the Applicant summarizes a competitive compensation packages for teachers. The budget plan is aligned with other sections of the application. The decision to budget revenue at 95% of full enrollment for each of the three years is evidence of the Applicant’s ability to plan for contingencies.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Andrew Collins	Authorized Representative, Charter Principal	Yes
James Aaron Klusman	Charter Principal	Yes
Steven Wheeler	Charter Principal	Yes
Tyler Johnson	Charter Principal	Yes
Jack DeBartolo	Charter Principal	Yes

Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a charter school. The application is detailed and well- crafted, and all three plans met the Board’s criteria. The Applicant team has combined rich experience working as leaders and educators in understanding underserved students in Phoenix. The Applicant team was engaged and knowledgeable during the capacity interview and was comfortable discussing all parts of the application. The Applicant demonstrated deep knowledge of, and commitment to, its plan. The TRP fully recommends New Learning Ventures, Inc. for approval.

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

Applicant Group	New Learning Ventures, Inc.
Proposed School Name	Phoenix Modern

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	Educational Philosophy					
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	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	Revised Submission 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	Revised Submission 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	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	Revised Submission 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.4e	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.			1	Revised Submission 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	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, and • 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	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	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	Revised Submission 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	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	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	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	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 target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	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.6.6-8d	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.6.6-8e	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.6.6-8f	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.6.6-8g	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.6.6-8 Total		0	0	7	
Part A Sub Total		0	0	55	
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.				NOT APPLICABLE

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.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
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.				NOT APPLICABLE
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.				NOT APPLICABLE
B.3.1 Total		0	0	0	
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	Revised Submission 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	0	22	
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.			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	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria

C.1 Total		0	0	6	
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	Revised Submission 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	Revised Submission 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	Revised Submission 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.				NOT APPLICABLE
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	7	
	Part C Sub Total	0	0	32	
Grand Total	Parts A, B, and C	0	0	109	
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				