

# APPENDIX A

## AMENDMENT REQUEST AND SUPPORT MATERIALS

1. ENROLLMENT CAP AMENDMENT REQUEST
2. AMENDMENT DOCUMENTS



Arizona State Board for Charter Schools



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# Enrollment Cap Request

## Charterholder Info

### Charter Holder

Name:  
Academy of Mathematics and Science, Inc.

CTDS:  
10-87-13-000

Mailing Address:  
1557 West Prince Road  
Tucson, AZ 85705  
> [View detailed info](#)

### Representative

Name:  
Tatyana Chayka  
Phone Number:

## Downloads

[Download all files](#)

## Enrollment Cap

From:  
500

To:  
650

## Attachments

### Board Minutes

[Download File](#) – Board minutes approving enrollment cap increase.

## Increase to Enrollment Cap Attachments

The following 2 attachments are only required if the enrollment cap is increasing.

### Occupancy Documentation (Increase Only)

[Download File](#) – Certificates of Occupancy and Fire Marshal's Report

Narrative – [Download File](#)

### Additional Information

- [Download File](#) – Staff and Leadership Chart
- [Download File](#) – Enrollment chart
- [Download File](#) – Agricultural Land Assurance

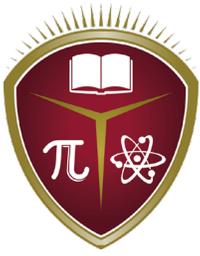
## Feedback

Feedback

NA

## Signature

Charter Representative Signature  
Tatyana Chayka 09/06/2018



# ACADEMIES OF MATH & SCIENCE

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*Request: Academy of Math and Science Prince campus enrollment cap increase from 500 to 650 students*

## **Rationale:**

The Academies of Math and Science Network currently has an expected enrollment next year of almost 4000 students with 6500 students currently on our waiting list. Academy of Math and Science Prince (AMSP), the longest operating of our campuses has had substantial waiting lists for the last 5 years of operation and this year has finished construction allowing the campus to serve as many as 650 students. AMSP has consistently been one of the highest performing K-8 charter schools in the state as measured by its peer group (schools with a > 70% FRL), and most recently, AMS was the second highest performing charter school in the state of Arizona as measured by that criteria (for the most recently released 16-17 letter grades). Our decision to serve more students is based on local demand, recently completed renovations on campus allowing us to serve more students, and is consistent with our mission to provide a transformational education to as many students as possible in the neighborhoods that we serve.

## **Detailed Staffing Plan:**

*Recruitment:* This year, AMSP experienced turnover of 3 teachers and has already hired those positions as well as 8 new teachers and support staff. Going forward, we can expect a maximum of 20% of attrition resulting in a continuous need to replace 8.4 (9) positions with no additional positions added. Although this coming year our enrollment is 620, and we will max out at 650, we will hire 100% of our staff in this coming year and will not add new positions going forward. Considering that network-wide we are able to complete recruitment by the end of June and the AMS network is now hiring over 100 teachers a year, we will be able to meet this need going forward.

Starting in December of each year, network office support staff begin recruiting for the upcoming school year through multiple recruiting channels. Recruiters post teacher-friendly advertisements stressing the core values of our organization on various general and teacher-specific employment websites, top-ranking Universities' job boards, multiple social media applications, and the schools' own websites. School leaders represent the network and recruit potential candidates at gatherings such as career fairs, Teach for America summits, and local educational events.

All interested candidates submit an application through our website with a resume, cover letter and/or writing sample, and 3 references. Applicants are evaluated by various metrics such as writing skills, mission alignment, job stability in the past, and written content assessments in their areas of specialization. Suitable candidates are scheduled for an interview, typically with a school principal. To ensure each new team member is a quality fit for our organization, all candidate interviews include specific questions related to motivation, personality, and values; technical competence; team skills; problem solving abilities; and prior evidence of success. Another especially important component is mission-orientation – specifically: Are candidates internally driven to make a difference and provide an outstanding education in at-risk neighborhoods? Teachers are asked to conduct a sample lesson after receiving our teacher evaluation worksheet. Through this process, we find intelligent and motivated candidates who love teaching, have the fortitude to work long and flexible hours, are quick learners, and who's work ethic and values will mesh well with the school's instructional philosophy.

*Hiring:* Our network office employs fulltime HR and talent managers who work to on-board all staff. The HR manager collects all required personnel information to ensure employees can be compensated on time, performs reference and background checks, assists all employees with signing up for health insurance and other employer-provided benefits, and ensures the school maintains documentation of each teacher's qualifications, including proof of Appropriately Certified status and valid fingerprint clearance card status. This person also works with the finance team to ensure legal compliance with all aspects related to employment and subsequently oversees compliance of HR files during audits.

Our Marketing and Recruitment Manager oversees the pacing of completion of hiring to ensure that we are on track to filling all open positions and completing all processes by June 15 for all open positions for each school year.

To ensure efficiency and fidelity in our hiring and onboarding processes, we employ a variety of intake systems such as SmartSheet and CRM solutions such as ADP's applicant tracking system in order to more easily track these processes.

*Training - Instructional Staff:* In order to ensure our instructional program is carried out with effectiveness and fidelity, the Academies provide several different forms of training and professional development. New teachers undergo three weeks of training before the start of the school year. This training includes hands-on learning and application of the school's instructional procedures and practices as well as curriculum-specific training for the school's core subjects and various other school expectations related to human resources, attendance tracking, grading, parent and student communication, culture, and deadlines. Every teacher receives an instructional manual, which serves as the basis for all teacher training throughout the year. Each school also has an instructional coach who continuously mentors and coaches teachers, performs classroom observations, and provides additional training on an as-needed basis during planning periods and professional development days. Teachers have planning time to allow them to observe each other's classrooms. Teachers also meet weekly in professional learning communities (PLCs) with the other teachers in their grade level to review and discuss lesson plans and teaching strategies. Professional development and PLCs are held Fridays following a half day for students. Teachers additionally meet with principals bi-weekly to receive feedback on performance, set goals, and go over the use of data to inform instruction. Evaluation of teachers occurs at least twice per year after sufficient time and training has been provided to learn the school's expectations.

*Training – Administrative and Non-Instructional:* Administrative personnel that are hired begin with shadowing existing administrative personnel in the network and receive manuals detailing job responsibilities. Shadowing generally lasts for approximately one academic year during which time the staff member steps into their full-time position and becomes the primary person in charge of their responsibilities. During the shadowing period, staff members may observe leaders at the network level or at each one of our existing school sites. The staff member is expected to perform all the duties as required by the position they are being trained for, however, they are provided significant feedback on a daily basis. New and existing staff also attend conferences which help with their understanding of school software (i.e. PowerSchool) and any state and federal reporting requirements such as the MEGA Conference. Additionally, staff participate in instructional rounds observing other campuses continually, even after the initial shadow period.

All instructional leaders attend a monthly all-day training and debriefing meeting where leaders from all sites bring up concerns or issues they are having and are provided targeted feedback and training by network leadership in critical areas.

All personnel meet with their direct supervisors on a bi-weekly basis for feedback and to bring up any issues on which they need support.

## **Justification for Enrollment Targets:**

*Plans for meeting enrollment targets/necessary advertising:* AMSP has had waiting lists for all grades for the last 5 years of operation and thus, while we will continue to recruit from the community and inform them of openings in various grade levels using primarily online and radio advertisement, we will not need to engage in a large recruitment campaign.

*Number of returning students:* Of the potentially 459 K-7<sup>th</sup> graders that could return from the 17-18 school year, 390 have indicated they are coming back and 230 of our students are newly enrolled for the 18-19 school year. For year 19-20, we can expect that of the 566 students in grades K-7 that can return, approximately 85% or 481 will return, which will mean we will need to recruit 169 students. For years 20-21 and going forward, on average, we can expect that of the 596 students in grades K-7 that can return, approximately 85% or 507 will return, which will mean we will need to recruit 143 students yearly going forward.

*Concrete Resources:* Construction and attached fixtures for the new rooms has already been completed (including tackboards, whiteboards, projectors). From operational reserves, we've purchased 10 bookshelves; 5 teachers desks; 150 student desks/chairs; curriculum for 5 additional classrooms in math, ela, science, social studies, art, and music; and subscriptions to all digital curriculum and assessment software including for our benchmarks (SchoolCity, Study Island) and normative testing software (NWEA MAP). All in, the cost was approximately \$50,000 for the new FF&E. No changes to our instructional approach is needed as we are solely extending our service to more students.



# Arizona State Board for Charter Schools

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Number of Students				
Grade Level	Current - FY	Target - FY	Target - FY	Target - FY
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				
9 <sup>th</sup> Grade				
10 <sup>th</sup> Grade				
11 <sup>th</sup> Grade				
12 <sup>th</sup> Grade				
<b>Total Enrollment</b>				

\*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



# Arizona State Board for Charter Schools

## Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Number of Staff Members				
Position	Current - FY	Anticipated - FY	Anticipated - FY	Anticipated - FY
Administration				
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup> Grade				
2 <sup>nd</sup> Grade				
3 <sup>rd</sup> Grade				
4 <sup>th</sup> Grade				
5 <sup>th</sup> Grade				
6 <sup>th</sup> Grade				
7 <sup>th</sup> Grade				
8 <sup>th</sup> Grade				
9 <sup>th</sup> Grade				
10 <sup>th</sup> Grade				
11 <sup>th</sup> Grade				
12 <sup>th</sup> Grade				
Specialty Staff (Music, Art, PE, etc.)				
Special Education				
Paraprofessional				
Additional Staff				
List title:				
List title:				
List title:				
<b>Total Number of Staff Members</b>				

Continue on page 2: Leadership Staffing Chart

