

APPENDIX A

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 11, 2018

New Charter Application for

A+ Charter Schools

Submitted by

A+ Charter Schools

Report Summary

Recommendation:					Approve	
Applicant Name:		A+ Charter Schools				
Proposed School Name:		A+ Charter Schools				
Grades Served Year 1:	7-10	Grades Served Year 2:	7-11	Grades Served Year 3:	7-12	
Location:	Maricopa, AZ					
Mission Statement:	A+ Charter Schools' empowers students in reaching their greatest potential by becoming responsible individuals of character and excellence, engaged community members, and lifelong learners in an ever-changing society.					

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		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	77%	No	92%
Operational Plan Score ≥ 95%?	Yes	100%	Yes	100%
Business Plan Score ≥ 95%?	No	91%	No	94%

In-Person Interview Summary

The Applicant team at the interview included the Charter Principal/Authorized Representative Laura Newcomb and Charter Principal Rebekah “Becki” Krueger. Both participants were able to respond readily to questions about all areas of the application. The TRP was impressed by the description of the educational plan, the Applicant’s ability to describe how implementation what the program of instruction would look in action (Capacity Interview 11:40), and how it would meet the needs of the target population in a way that was not readily available among the educational options currently available in the target area (Capacity Interview 1:04:50).

Prior to the interview, the TRP had concerns about the Applicant’s capacity to address the rigor of State standards at the high school level. The Applicant addressed these concerns both through their description of their experience with schools serving high school grades (Capacity Interview 16:00) and their description of the process they would use to ensure that standard rigor would be implemented in classrooms (Capacity Interview 20:40; 26:50).

Another area where the TRP had initial concerns was the budget. Two areas where the Revised application had not met the criteria were the Employee Required Expenses and the viability of the budget for student technology equipment. Ms. Krueger’s response demonstrated her understanding of the financial and organizational aspects of charter school operation, and gave the TRP comfort that she would be able to handle any vagaries of the cash flow (Capacity Interview 29:20; 36:00).

While the Operational Plan met 100% of the criteria in both the preliminary and revised applications, the TRP had questions about the relationship of the applicant with both the private schools for children with autism operated by Ms. Newcomb, and with the LEAD Charter Schools, of which Ms. Krueger is Director of Operations. The responses described organizations which would be supportive but independent (Capacity Interview 46:45; 59:30).

Both Charter Principals demonstrated a thorough understanding of all components of the Application Package and an ability to work closely together, with complementary skill sets. Overall, the TRP felt that the Applicant team had demonstrated the capacity to implement the plan described in the Application and operate a quality charter school.

TRP Qualitative Analysis Summary

The TRP recommends that the application for A+ Charter Schools be approved because all three sections of the written Application package either met or were very close to meeting the Board’s criteria, the Applicant team was able to address the TRP’s concerns regarding the areas of the Application Package which had not met the criteria, and the Applicant presented a compelling description of a rapidly growing community in need of quality educational choices, along with a solid plan to provide one.

The Educational Plan includes a number of elements that would address the needs of the students of Maricopa, including a rigorous yet engaging program including project-based learning, leadership development, honors classes, and a system for tracking data and addressing deficiencies. Ms. Newcomb has long experience operating a provider of Special Education services, and could ensure that students with special needs are fully supported.

Both the Business Plan and the Operational Plan were well thought out, described in detail, and supported by the team in the interview. Both Principals have ongoing relationships with other educational organizations that can provide logistical support to A+, but have structured the organization to maintain its independence. The two Principals impressed the TRP with their vision for the school and capacity to implement their vision.

Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score ≥ 95%?	No	41	Of	53	No	49	of	53
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	12				4			

Plan Summary

A+ intends to serve the middle and high school students of Maricopa, Arizona, a rapidly-growing city of around 50,000 residents in Pinal County. Currently, Maricopa has one district high school, two district middle schools, one charter school serving grades K-12, and two charter schools serving grades K-8. According to the Charter Principals, who each have an association with Leading Edge Academy Maricopa (serving K-8), parents frequently ask for options for high school. The two local options, Maricopa High School and Sequoia Pathways Academy, each have test scores below the state average. In addition, Sequoia Pathways Academy usually has a waitlist. Many parents are choosing to bus their students to the Ahwatukee neighborhood of Phoenix. The residents of Maricopa have a median household income of \$75,000 and, according to the Principals, between 70% and 80% will qualify for Free or Reduced-Price Lunch (Capacity Interview 36:00).

A+ plans to open serving grades 7-10, and add a grade each of the first two years until it is serving grades 7-12. The school will have a maximum class size of 25, and use a ratio of 5 students to 1 staff member for small group instruction. Each student will work with staff to develop a Personalized Learning Plan (PLP), which will track data towards completion of the student’s Education Career Action Plan (ECAP) (Section A.2, p. 8; Capacity Interview 15:39). The school will have a special emphasis on cooperative learning, project-based learning, and character development. Students will also be offered the opportunity to take more rigorous classes for honors credit, earning grades that weight the student’s grade point average for college admission.

The school will have a modified block schedule. Mondays and Thursdays will have all 6 periods and focus on whole-group instruction. Tuesdays and Wednesdays will be on an A/B block schedule, with longer periods for project-based learning. Fridays will have a half day on a rotating A/B schedule focusing on small group instruction (Capacity Interview 11:40). The school will have 180 days of instruction, with school hours Monday through Thursday being 8:00 am to 3:00 pm, and Friday 8:00 am to noon.

The school’s assessment plan includes a variety of assessment types, including diagnostic, formative, authentic, summative, and standardized (Capacity Interview 25:30). Students will track their data during meetings with a teacher or advisor three times a year and after each benchmark. Teachers and administrators will also analyze data using an online platform such as iReady to identify issues with curriculum or instruction (Section A.5, p. 5).

Analysis

The educational plan approaches the criteria for approval because the Applicant provided high school Reading curriculum samples that did not address the full rigor of the required standard in instructional planning, instruction, formative assessment, or summative assessment. However, aside from one insufficiently addressed standard component on one instructional analysis, the Education Plan presented by the applicant met the Board’s criteria. During the Capacity Interview, the Charter Principals demonstrated sufficient capacity to implement an Educational Plan that would lead to a quality charter school.

The Educational Plan meets the needs of the target population for educational choice, and for a school offering personal support and an engaging experience. The Charter Principals described a day in the life of a student, demonstrating their understanding of, and passion for the proposed school, and illustrating the specific components that differentiate the proposed school from the other choices in the community (Capacity Interview 13:55). They further described how they would develop the curriculum for the opening of the school, with emphasis on the project-based learning component, adapted from offerings of the Buck Institute (Capacity Interview 20:40). Finally, they addressed the reservations of the TRP regarding standard rigor by describing the process that school leaders would use to ensure that each standard is fully addressed within the curriculum (Capacity Interview 26:50).

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	Yes	22	of	22	Yes	22	of	22
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	0				0			

Plan Summary

The corporate board of A+ Charter Schools (Applicant) shall be separate from the governing body of the school it operates, also called A+ Charter Schools (School). The Applicant consists of two Principals, Laura Newcomb and Rebekah (Becki) Krueger. Ms. Newcomb will serve as the Authorized Representative and Board President. She is currently the President and owner of Autism Academy for Education and Development (AAED), a private school network serving 380 children with autism at three campuses in the East Valley for the last 6 years. She has also operated Exceptional Academic Services for 11 years, providing Special Education teachers and services to charter schools for 11 years. Prior to that, she was a charter school teacher and administrator, and has State certification as a principal, K-8 teacher, and special educator.

Ms. Krueger is the Operations Director and Business Manager for Arizona Charter Solutions, the Charter Management Organization (CMO) for LEAD Charter Schools and Leading Edge Academy Maricopa, and has 25 years' experience in school business and operations.

The two Principals have identified three additional members that they intend to appoint to the corporate board upon approval of the charter: Vicky Schildgen (a school principal with LEAD Charter Schools), Deborah Havens (a special education director and former regulator with 42 years' experience), and Derrick Jamerson (a school principal with AAED and LEAD).

The Applicant was incorporated as a non-profit entity on May 8, 2017, for the purpose of operating a charter school, and is in good standing with the Arizona Corporation Commission. It has no corporate members (Section B.1).

The governing body per A.R.S. §15-183 (E) (8) will be the Governing Board (Board), which will include between 5 and 7 members, and which will be fully appointed by the corporate board by February 2019 (Section B.2, p. 2). Currently, the Board includes Ms. Krueger, Mr. Jamerson, and Mr. Mat Reese, the principal of leading Edge Academy Maricopa. The Board intends to fill the remaining seats by February 2019 with members of the Maricopa community, possibly including tribal, business, or financial leaders and parents (Section B.2, p. 5).

The Board will delegate administrative responsibilities to the Principal and Business Manager (Section B.3, p. 1). The Principal shall be responsible for academic and instructional matters, student discipline, human resources for instructional staff, volunteers, professional development, assessment, employee evaluation, curriculum development, and Special Education. The Business Manager shall be responsible for fiscal, compliance, daily operations, fundraising, contracted services, community relations, food service, and student records. Both shall share responsibility for marketing, safety, and compliance.

The Applicant will contract with external service providers in the following areas: accounting; audit; human resources and payroll; custodial; legal; information technology support; and special education services (psychology, speech language pathology, occupational and physical therapy, etc.).

Analysis

The operational plan presented by A+ meets the criteria for approval because the planned governance and management structure is detailed and appropriate for an operation the size and scope of the one described in the Application. The Charter Principals have and will maintain associations with other entities that can support the growth of A+. Ms. Newcomb also operates AAEC, a private educational entity that will contract with A+ to provide accounting, human resources, payroll, and information technology services (Section B.3.2, p. 3; Capacity Interview 46:45). Ms. Krueger is employed by Arizona Charter Solutions, which operates the Leading Edge Academies, and despite having Leading Edge personnel on their corporate and governing boards, will maintain independence (Capacity Interview 18:35).

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score \geq 95%?	No	29	of	32	No	30	of	32
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	3				2			

Plan Summary

- Proposed Location:**
- 19756 N. John Wayne Pkwy – 19,756 sq. ft.
 - 12501 N. Murphy Rd. – 10,870 sq. ft.
 - 16540 N. Porter Rd. – 5.64 acre vacant land for proposed build – preferred option

No facility has been secured yet.

Facilities Requirements: Year 1: 178 students – 11,000-15,000 sq. ft., 8 regular classrooms, 3 elective/resource classrooms, office area, 1 multipurpose room.

Year 2: 250 students – 19,000-22,000 sq. ft., add 3 classrooms, 1 cafeteria/gym area, additional office space.

Year 3: 300 students – 24,000-27,000 sq. ft., add 4 classrooms, 1 computer lab/media center, additional office space.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	n/a	178	250	300
Total Revenue:	250,000	1,267,741	1,849,211	2,244,002
Total Expenditures:	231,258	1,202,012	1,816,347	2,101,191
Ending Balance:	18,742	4,471	37,335	180,146

The Applicant's Business Plan includes a detailed facility acquisition plan with a viable timeline for opening a school by the proposed opening date of July 24, 2019. A+ has identified two available facilities within the target area which would allow it to implement the program of instruction, as well as a parcel of land suitable for a proposed build (Section C.1, p. 3). During the interview, the Applicant stated that they are working with Performance Charter School Development, and have identified a 10 acre parcel west of the Walmart on which the developer would do a phased build-out to fit enrollment growth (Capacity Interview 48:40).

A+ proposes to open serving grades 7-10, and add grades 11 in year 2 and 12 in year 3. Their plan calls for 50 students per grade, and based on their market research they foresee being able to fill all grades but 10 in year 1, with full enrollment at each grade offered in following years (Section C.2, p. 8). Both Principals have worked for LEAD Charter Schools, a charter network which operates a K-8 school in Maricopa. During the Capacity Interview, Ms. Krueger stated that this school has a sizeable waitlist at grades 7-8, and many parents are not satisfied with the high school options in Maricopa and transport their children to schools in Ahwatukee (Capacity Interview 1:04:50).

To market the school in the startup period, Ms. Newcomb plans to use the existing resources of her private schools, including the marketing director and marketing coordinator (Section C.2, p. 4). The plan starts with establishing web and social media announcements, and following approval, a campaign with print advertising, visits to local middle schools, direct mail, and attendance at local festivals. The Applicant will also canvass the area with door flyers, and have logo materials to pass out at school visits and open houses.

The plan to recruit and hire teachers will focus on Maricopa and the surrounding areas of Chandler, Gilbert, Florence, and Casa Grande. It will use websites, job fairs, visits and contacts with schools of education (local

and national), and word of mouth (Section C.3, p. 3). Once hired, training will begin seven days before the beginning of school (Section A.4, p. 2) and continue weekly (Section C.3, p. 3).

The Start-Up Budget is based on a loan of \$250,000 from Charter Principal Laura Newcomb. It covers employee costs for the School Principal and Business manager from April of the opening year, and teachers starting in July for an opening on July 24. It also covers supplies, instructional and resource material, software, and marketing expenses as major expenditures. There is a carryover of just under \$19,000 to the first year. The 3-Year Operational Budget is based on 95% enrollment, and covers expenses each year using only State equalization revenue and carryover.

Analysis

The business plan approached the criteria for approval because the plan did not meet the 95% threshold required by the Board.

The TRP had concerns about two areas. The Employee Required Expenses (ERE) appeared underfunded with the Applicant participating in Arizona State Retirement System. The Applicant had budgeted 18% of salary for each employee (Section C.3, p. 4; Section C.5, p. 3), but the TRP found that the total of FICA, FUTA, and ASRS would total 21.45%, which could cause the Year 1 expenditures to exceed revenues, and have repercussions in following years. During the capacity Interview, Ms. Krueger stated that the ERE issue was an error in their calculations, but that recalculation with the updated 2018-2019 equalization figures showed a balanced budget with the corrected ERE figures. She also expressed frustration that the Application requirements prevented her from including revenue that she, as an experienced school business manager, knew would be available, including Title I funds, Proposition 301 funds, and others (Capacity Interview 29:20).

The TRP also had concerns regarding the viability and adequacy of the budgeted amounts for student technology equipment. The 3-Year Operational Budget Assumptions describe year 1 expenditures of \$7,500 for 30 Chromebook-type computers for 178 students, with 5 more added in each of years 2 and 3. The Applicant also assumed that many students would participate in a Bring Your Own Device allowance, using personal phones, tablets, and computers (Section C.5 Assumptions, p. 6). However, the Program of Instruction described Tier III of the Response to Intervention program as being based on online assessment and instruction (Section A.3, p. 6), and all TRP members had worked at schools that struggled with the equity, security, and bandwidth issues of students using personal devices for core instruction. We also were concerned with the State's increasing requirements for online standardized assessments, and the capacity of the resources described in the Budget Assumptions. During the Capacity interview, the Applicant described how they planned to implement technology within their program (Capacity Interview 36:00), and discussed the limitations of connectivity in Maricopa (Capacity Interview 41:50). Ms. Newcomb also described how her Autism Academy rotates teacher laptops out after two years, and these could supplement the computers found in the budget (Capacity Interview 43:20).

Overall, the TRP agreed that, despite the issues with the ERE and technology, the plan was sufficiently thorough and viable to warrant a recommendation to approve the application package, especially as we understand that other sources of revenue, not verifiable at the time of charter approval, are typically available to operating schools. Ms. Newcomb, in particular, has expressed willingness to draw on the resources of her other organization (Autism Academy for Education and Development, to assist A+ in starting up (Capacity Interview 46:45). The answers provided by the Applicant demonstrated the capacity to start and operate a financially sound charter school, and gave the TRP members comfort in recommending approval.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Laura Newcomb	Authorized Representative, Charter Principal	Yes
Rebecca Krueger	Charter Principal	Yes

Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a high quality school because the team includes members with complementary skills in academics, operations, and finances, experience in serving the target population, and an evident passion for meeting the needs of students who desire a more engaging, hands-on educational experience.

Ms. Newcomb has experience as a teacher, school principal, and special educator. She describes a plan that has both rigor and flexibility, and understands the challenges of implementing that plan in a start-up school.

Ms. Krueger brings operational knowledge and skills, including experience dealing with State regulators and funding agencies. She has a deep understanding of the proposal and experience operating schools that serve the community.

Throughout the capacity interview, both members of the applicant team were engaged and provided in-depth answers related to their respective areas of expertise. These answers allayed the concerns raised by the review of the written application, and provided the TRP with comfort in recommending approval of the Application.

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

Applicant Group	A+ Charter Schools
Proposed School Name	A+ Charter Schools

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Meets the Criteria
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	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	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.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Meets the Criteria
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.			1	Meets the Criteria
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.			1	Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
A.3.2 Total		0	0	5	
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	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.6.6-8	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	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	Revised Submission 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	Revised Submission 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	Revised Submission 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	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	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 in Reading, Writing, Mathematics, and Science.
A.6.9-12b	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.6.9-12c	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 Writing and Science. Revised submission meets the criteria in Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the instructional strategies used to lead students to meet each of the identified learning targets in Reading. Specifically, instructional strategies adequately addressing each of the identified learning targets.

A.6.9-12d	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 Writing and Science. Revised submission meets the criteria in Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Reading. Specifically, activities/tasks identifying each learning target, adequately addressing the rigor of the standard.	
A.6.3.9-12e	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 Writing and Science. Revised submission meets the criteria in Mathematics. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Reading. Specifically, listing criteria that determines how students have met each learning target.	
A.6.9-12f	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 Writing and Science. Revised submission meets the criteria in Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading. Specifically, mastering rigor.	
A.6.9-12g	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 Writing, Mathematics, and Science. Revised submission meets the criteria in Reading	
A.6.9-12 Total				0	4	3
	Part A Sub Total			0	4	49
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	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	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.				1	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	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	Revised submission addresses the criteria, but lacks sufficient detail in: Ensuring ERE and Benefits costs as described in the narrative are accounted for in the Three Year Operational Budget. Ensuring ERE and Benefits costs as described in the narrative are fully described in the Budget Assumptions.
C.3 Total		0	1	4	
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	Revised Submission Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised submission addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for student technology equipment are viable and adequate.

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.				NOT APPLICABLE
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	1	6	
	Part C Sub Total	0	2	30	
Grand Total	Parts A, B, and C	0	6	101	
SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Fails 95% Test				
	Operational Plan Meets 95% Test				
	Business Plan Fails 95% Test				
CONCLUSION	Fails to Meet the Criteria, Therefore Substantively Incomplete				