

APPENDIX A

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 10, 2018

New Charter Application for

ARCHES Academy

Submitted by

ARCHES Academy

Report Summary

Recommendation:						Deny
Applicant Name:		ARCHES Academy				
Proposed School Name:		ARCHES Academy				
Grades Served Year 1:	K-6	Grades Served Year 2:	K-7	Grades Served Year 3:	K-8	
Location:	Apache Junction					
Mission Statement:	Our mission is to help each learner achieve mastery of the standards by use of authentic learning experiences, coaching and mentoring, freedom of choice, service to others, and personal responsibility. Students will learn academics and life skills in a value-rich environment stressing Honor, Courage, Strength, and Discipline. We believe that our methods will produce outstanding individuals who not only have acquired exceptional literacy in the arts and sciences, but mastery over self and true leadership ability.					

Section Scores

A substantively complete application package meets the following scoring requirements:

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

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score \geq 95%?	No	75%	Yes	95%
Operational Plan Score \geq 95%?	Yes	100%	Yes	100%
Business Plan Score \geq 95%?	No	94%	Yes	100%

In-Person Interview Summary

Board members Michelle Edwards, Rachel Lautenschlager, Quinn Thacker, Nathan King, and Richard “Jason” Mow attended the Capacity Interview. The TRP’s issues to address for this interview were about curriculum development, mastery expectations, insurance, and pre-opening operational timeline. Based on the Applicant’s responses, these concerns were not adequately addressed, as detailed below. Beginning at 1:13:00 the Applicant provided concluding statements that were consistent with the TRP’s concerns about the capacity of the team to implement the proposed plan.

TRP Qualitative Analysis Summary

The TRP recommends that the application for ARCHES Academy be denied because while the Educational, Operational and Business plans met the criteria for approval, the Educational plan did not provide examples of curricular providers they intend to consider, did not share sufficient detail about their planned assessment system, and did not address how student mastery would be measured. Furthermore, details provided during the interview did not address the concerns of the TRP.

Although, the educational plan met the criteria for approval, the Applicant failed to provide course descriptions and did not effectively link course categories to state standards. Additionally, the Applicant's assessment plan was poorly organized and too broad. The Applicant also failed to describe the criteria used to determine whether a student has mastered the Required Standards in Reading, Writing, and Mathematics.

The operational plan meets the criteria for approval as 100% of criteria was deemed "meets the criteria" by the TRP. However, two areas of weakness are the lack of prior charter school operations experience possessed by the founders, and questions regarding which board members would continue as board members versus employees versus both, as indicated in the Capacity Interview.

The business plan meets the criteria for approval because 100% of criteria were deemed "meets the criteria" by the TRP. Specifically, the Applicant provided adequate detail across all criteria and improved upon two areas (C.5.a and C.4.a) between the first and second reviews.

Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score \geq 95%?	No	41	Of	55	No	52	of	55
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	14				3			

Plan Summary

The Applicant plans to draw students from the surrounding area of Apache Junction where they state that nearly one-third of the student population identifies as a race other than Caucasian. Of these, nearly 10% are considered English Language Learners, nearly one-fifth are identified as Special Needs, and at least 70% qualify for the Free and Reduced Lunch Program. The Applicant plans to serve 350 students when fully enrolled and will grow by one grade level each year, starting with grades K-6 in year 1, growing to K-7 in year 2, and to K-8 in year 3.

The Applicant's educational philosophy is focused on individualized learning with a goal of teaching students how to think, rather than what to think. The Applicant's method aligns with nine principles, including:

1. Choice
2. Strong, standards-aligned curricula and best-practice instructional strategies
3. Experiential, hands-on learning
4. Cooperative learning
5. Advancement and recognition

6. Character development
7. Student leadership
8. Community involvement
9. Uniforms

The Applicant will offer a standard school schedule with 180 days of instruction and most school days consisting of nine 30-minute periods and one 60 minute period for a total of 5.5 hours of instruction. The weekly school schedule is Monday through Thursday from 7:50 a.m. to 3:30 p.m. and Fridays from 7:50 a.m. to 1:30 p.m.

The Applicant plans to use a mastery or competency-based education model in which students are promoted only after then have mastered 80% of the standards in each core content area as measured by internally created summative assessments and other measures they did not detail. While no course offerings were provided by the Applicant, content areas described include: Reading Instruction, Reading Practice, Spelling, Writing, Math Instruction, Math Practice, Leadership, Technology, One Special Per Day, and Science and Social Studies.

Analysis

The educational plan meets the criteria for approval, however, the Applicant did not adequately support their case on three categories as summarized below:

- A.3.a: Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.
 - The Applicant failed both to describe the curriculum for core academic content area(s): Math and ELA and to clearly demonstrate alignment of the curriculum to the Arizona State Standards in core area(s): Math and ELA. While the application did provide assurances and descriptions, no examples of curricula sources were provided.
- A.5.d: Provide sufficiently detailed and implementable action steps that address each of the elements of a comprehensive assessment system to assess student performance (Area II).
 - The Applicant failed to provide sufficiently detailed and implementable action steps that address each of the elements of a comprehensive assessment system to assess student performance (Area II) summarized below. Their plans remain poorly organized with action steps that are too broad.
 - i. Developing the assessment system;
 - ensuring the assessment system is aligned to the curriculum, and
 - iv. Year to Year comparison;
 - determining what data will be collected to allow for valid and reliable comparisons of student growth and proficiency
 - determining the analysis completed during the year to allow for valid and reliable comparisons from year to year.
- 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.
 - The Applicant failed to describe the criteria used to determine whether a student has mastered the Required Standard in Reading, Writing, and Mathematics. While there were lots of activities

in Math leading up to the student taking a summative assessment (including more than the standard requires), no descriptions of the summative assessment (i.e. how many problems) were provided. For Writing, it was unclear what the "level" assessment was and how multiple paragraphs would be scored. During the interview, the Applicant assured that rubrics would be used but gave no examples of points to be earned in relation to a standard. Repeated interview questions lead to assurances that the "passport" would address such issues, but specifics of the passports were not given.

During the interview, when asked about "screening assessments" Mrs. Edwards assured that they were only for placement. She indicated that no such assessments have yet been decided upon but with prompting from Mrs. Lautenschlager five assessments that could be used were listed. Mrs. Edwards explained that details like this would be decided before the school opens. A concern for the TRP is that the program execution hinges on assessments and several assurances were given about them, but a clear plan for the battery of assessments does not exist.

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score \geq 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 Applicant's corporate board is its Board of Directors which currently serves, and will continue to serve, as the only governing body of the school. The Board of Directors supervises the school Principal who then supervises the teaching staff, Dean of Students, and Business Manager. The Business Manager supervises non-teaching staff and contracted services providers. Board members are responsible for the following:

- Take initial actions necessary to get school started including initial curriculum adoption, creation of enrollment and registration documentation, curriculum implementation documentation, initial purchasing, overseeing facility construction, initial hiring, and initial professional development planning
- Hiring of Administrative Council members
- Making final hiring decisions and setting salaries/wage schedules
- Creating/amending employment contracts, job descriptions, and staff/family handbooks
- Budget approval
- Policy creation
- Corrective action plans for Administrative Council
- Hearing appeals
- General oversight
- Ensuring financial sustainability

The Board of Directors is comprised of Michelle Edwards, who serves as the president, Jessica Droppo, as vice-president, Rachel Lautenschlager, Quinn Thacker, Jason Mow, and Nathan King. Several board members

possess education experience and one, Jessica Droppo, is the adult daughter of Michelle Edwards and is pursuing a college degree. According to the Applicant, school employees may not step down from board.

Applicant plans to contract with outside vendors to support the following:

- Back-office Support – American Charter Development listed as contracted provider
- Special Education Services
- Food Services
- Professional Development
- Operations and Maintenance

Analysis

The operational plan meets the criteria for approval as 100% of criteria was deemed “meets the criteria” by the TRP. The Applicant’s materials were complete and adequately summarized the governance, organizational structure, and service providers required to operate program. An area of weakness that exists is the lack of prior charter school operations experience possessed by the founders. The board members were unclear as to who would continue as a board member, who would become an employee, and who might be both a board member and an employee. During the interview, Mrs. Edwards presented this as an asset that demonstrates their flexibility, but a lingering concern for the TRP is the ability of the Board to oversee management of the school and its leadership.

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	No	30	of	32	Yes	35	of	35
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	2				0			

Plan Summary

Proposed Location:

The Applicant’s preferred location option is to lease space from a local church, community space, or nonprofit until they are able to build their own facility. While not yet finalized, the Applicant is negotiating with Arizona Vedic Cultural Center, located at 1150 W. Superstition Blvd, Apache Junction, AZ 85120, and Desert Chapel United Methodist Church, located at 462 N Palo Verde Dr, Apache Junction, AZ 85120.

Facilities Requirements:

The Applicant needs a facility with at least 10 classrooms large enough for 25 students each, a library, a multipurpose room (for PE, a cafeteria, and assemblies) and sufficient office space that will meet educational occupancy requirements without significant additional costs. The Applicant’s goal is to find or build a 21,000 - 28,000 sq. ft facility, providing at least 65 sq. ft. per student.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	225	270	315
Total Revenue:	65,000	1,431,614	1,716,861	2,006,755
Total Expenditures:	60,430	1,329,862	1,312,967	1,538,746
Ending Balance:	4,570	106,322	510,216	468,009

The Applicant proposes a lease agreement with a local organization who will share space and perhaps allow Applicant to add modular buildings if necessary until a more suitable space can be identified, renovated or built. Projected lease payments from negotiations with one of the potential partners listed are as follows: \$142,875 in year one, \$171,450 in year two, and \$200,025 in year three.

The Applicant expects enrollment to grow from 225 in Year 1 (90% of 250 cap) to 270 in Year 2 (90% of 300 cap) and 315 in Year 3 (90% of 350 cap) with a full enrollment goal of 350 students in future years. The total budget as listed assumes 90% enrollment.

Marketing expenses are projected to be highest during the start-up year (\$11,000) then falling to \$6,000 in year 1 and to \$2,000 in years 2 and 3. The Applicant assumes marketing will be most important in early years and hopes to rely on word-of-mouth and other less expensive marketing options once the program is well established in the community.

The Applicant plans to attend employment events and fairs, conduct networking, purchase advertising, and build relationships with teacher-education programs to identify its teaching staff. The proposed hiring process will consist of an initial background check and reference screening, phone interview, in-person interviews and observation of a live sample lesson. The proposed training plan consists of orientation to Applicant’s mission and philosophy, basic teacher training for new teachers, pre-services training specific to curriculum, and ongoing trainings as needed.

Analysis

The business plan meets the criteria for approval because 100% of the criteria were deemed “meets the criteria” by the TRP. Specifically, the Applicant provided adequate detail across all criteria and improved upon two areas (C.5.a and C.4.a) between the first and second reviews.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Michelle Edwards	Principal/President of Board/founder	Yes
Jessica Droppo	Board Member/Vice President of Board/co-founder	No

Rachel Lautenschlager	Board Member	Yes
Quinn Thacker	Board Member	Yes
Nathan King	Board Member	Yes
Richard "Jason" Mow	Board Member	Yes

Analysis

Summary of your evaluation of the team's capacity to implement the plans presented in the application.

Michelle Edwards is a former charter school teacher who has assumed several leadership roles at charter schools, but has never led a charter school. She was the Director of a preschool/daycare and has completed educational leadership programs that should position her to assume the role of Principal. There is some concern with her limited experience leading a charter school specifically. She is agreeable to becoming an employee as well as a board chair, or as a non-voting Board member.

Jessica Droppo is the adult daughter of Ms. Edwards, who was involved in the creation of the program and is considered the Applicant's co-founder. She is currently pursuing a college degree and has limited prior experience teaching or in education beyond her contributions to the creation of the program. There is concern about her ability to contribute to Applicant's success given limited experience in the education and specifically charter school sector.

Rachel Lautenschlager has worked in education for 15 years and holds a Bachelor's and Master's degree in education. Her experience will enable her to provide support to the Applicant specifically in the areas of instruction. She plans to be the reading specialist and may or may not remain on the Board.

Quinn Thacker teaches college level chemistry and possesses both Bachelor's and Master's degrees. He has experience developing curriculum and teaching across multiple modalities. He also has private sector business experience. His experience will enable him to provide value to the Applicant in the areas of curriculum and business operations. During the Capacity Interview, he was clear that he does not plan to become an employee.

Nathan King is a college academic counselor and small business owner with a Bachelor's degree in Communications. He is the father of special needs children and advocate for education. His experience may support the Applicant with start-up challenges, marketing, and knowledge of college-level student challenges.

Richard Jason Mow is a writer and motivational speaker with experience in the military and law enforcement. He also possesses a Bachelor's degree. He is also a small business owner and has developed a character development curriculum that the Applicant plans to leverage in its programming. His experience may enable him to provide support in the areas of campus safety, business operations, and curriculum. He

does not plan to be an employee but it is not clear if the use of his Warrior program will be donated to the school.

During the interview it was notable that Mrs. Edwards is the focal point of the organization. Mrs. Lautenschlager spoke very little, and the others seldom spoke unless specifically queried by the interview team. There is unanimous support for the mission of the proposed school, but only Mrs. Edwards spoke regarding the details to implement the educational philosophy. Thus, the capacity of the Governing Board to provide adequate oversight of Mrs. Edwards if she becomes the principal is questionable.

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

Applicant Group	ARCHES Academy
Proposed School Name	ARCHES Academy

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing <u>how students will learn and what the teacher's role in that learning will be.</u>			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 addresses criteria, but lacks sufficient detail in: Describing the specific curriculum for core academic content areas.
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	Revised Submission 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	1	4	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Meets the Criteria

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

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

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> • gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in subgroup populations. <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> • gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration. 			1	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space, and the necessary material items required for implementation. <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> • <u>determining what topics are addressed during PD to meet the needs of subgroups.</u> 			1	Revised Submission 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	1	9	
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	Revised Submission Meets the Criteria
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	Revised Submission Meets the Criteria
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
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	Revised Submission Meets the Criteria
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	Revised Submission Meets the Criteria
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		Revised submission addresses the criteria, but lacks sufficient detail in: Describing the criteria used to determine whether a student has mastered the Required Standard in Writing and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 7. Remediation : Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria
A.6 Total		0	1	6	
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
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
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

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
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	Revised Submission Meets the Criteria
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	Revised Submission Meets the Criteria
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
A.6.3-5 Total		0	0	7	
A.6.6-8	6-8 Grade Span Instructional Analysis				
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
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	Revised Submission Meets the Criteria
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	Revised Submission Meets the Criteria
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
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
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
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
A.6.6-8 Total		0	0	7	

	Part A Sub Total	0	3	52	
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.			1	Meets the Criteria

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.			1	Meets the Criteria
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	8	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> the grades and number of students to be served in each of the first three years of operation, and the number of each type of instructional and non-instructional personnel each year. 			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.3 Total		0	0	5	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Revised Submission 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	Revised Submission Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
C.5 Total		0	0	8	
	Part C Sub Total	0	0	35	
Grand Total	Parts A, B, and C	0	3	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	Fails to Meet the Criteria, Therefore Substantively Incomplete				