

# **APPENDIX A**

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

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NOVEMBER 12, 2018

*New Charter Application for*

**Arizona Online Academy**

*Submitted by*

**Arizona Online Academy, Inc.**

# Report Summary

Recommendation: Deny

Applicant Name: Arizona Online Academy, Inc.  
 Proposed School Name: Arizona Online Academy  
 Grades Served K-12      Grades Served K-12      Grades Served K-12  
 Year 1:                              Year 2:                              Year 3:  
 Location: N/A (Applicant intends to have a fully online program)

**Mission Statement:** The mission of Arizona Online Academy is to create future leaders passionate about making a positive contribution to their local and global communities. This will be accomplished by Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of Arizona’s State Standards through a personalized learning approach Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility Cultivating international awareness through the acquisition of a second language Developing skills leading to independence in continued learning Developing 21st Century Learning Skills Provide students with the balance of flexibility and support they need to be successful in the online environment.

## 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.

	Preliminary TRP Scores		Revised TRP Scores	
Any falls below the expectations ratings?	Yes		Yes	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	36%	No	66%
Operational Plan Score ≥ 95%?	No	30%	No	83%
Business Plan Score ≥ 95%?	No	36%	No	73%

## In-Person Interview Summary

Board member Mickey Nunez attended the interview. Justin Schmitt, the COO of the ESP (A3 Education) also attended and answered the majority of the TRP's questions. The TRP's issues to address during this interview were how the program will benefit students, defining the relationship with the ESP, and understanding the proposed use of funds. Based on the Applicant's responses, these concerns were not adequately addressed, as detailed below. Beginning at 1:23:53 the Applicant provided concluding statements consistent with the TRP's concerns about the team's ability to implement the proposed plan.

## TRP Qualitative Analysis Summary

The TRP recommends that the application for Arizona Online Academy, Inc. be denied because it failed to meet the required criteria across the Academic, Operational, and Business plans.

The educational plan falls below the criteria for approval because the Applicant did not adequately support its case, as summarized below. Specifically, the Applicant received a rating of "falls below" on 1 criteria and a rating of "approaches" on 22 criteria. Most significantly, the Applicant failed to describe the proposed curriculum and its alignment to the Educational Philosophy and Arizona State Standards.

The operational plan falls below the criteria for approval because the Applicant received a rating of "approaches" in five categories, failing to adequately support its proposed budget, organizational chart, performance expectations for the ESP, and motivation for starting a charter school.

The business plan falls below the criteria for approval because the Applicant did not adequately support its case, as summarized below. Specifically, the Applicant received a rating of "falls below" on 5 criteria and a rating of "approaches" on 3 criteria. Most significantly, the Applicant failed to support its budget, planned marketing spending, student recruitment timeline, and enrollment targets.

## Educational Plan

	Preliminary TRP Scores			Revised TRP Scores		
Educational Plan Score $\geq$ 95%?	No	24	Of 67	No	44	of 67
Number of "Falls Below" ratings	4			1		
Number of "Approaches" ratings	39			22		

## Plan Summary

The Applicant plans to draw K-12 students from across Arizona. It estimates that its student population will reflect the demographics of Arizona and include students who identify as follows: 45% Hispanic, 39% White, 5% Native American/Alaskan Native, 5% African American, and 4% multiracial or other. The Applicant is prepared to serve a large English Language Learner student population, as well as those served by an Individualized Education Plan (IEP). No information was provided in terms of the economic demographics for the projected student population. The Applicant plans to serve 2600 students across K-12 grades when fully enrolled.

The Applicant's educational philosophy is focused on individualized learning, aiming to provide students with maximum flexibility with 24/7 access to curriculum and supporting teachers in creating learning plans unique to

each student. The Applicant will offer a standard school schedule with 180 days of instruction and a weekly schedule as follows:

- Grades K-6 = 25 hours/week
- Grades 7-8 = 30 hours/week
- Grades 9-12 = 30 hours/week

The Applicant plans to administer an adaptive diagnostic to determine baseline information and enable teachers to customize learning for each student. Teachers will then use interim diagnostic testing to determine growth. Grade promotion will vary by grade, grouping as follows:

- Elementary:
  - Accomplishment of the academic standards in reading, writing, mathematics, science, and social studies on iReady assessments
  - Yearly attendance
  - Grades attained on classroom activities
  - Recommendation by certified teacher of record
- Middle School: based on credits earned for the current grade level rather than social promotion
- High School: require students to complete six courses, equivalent to twelve semesters

The Applicant plans to partner with Pearson Online & Blended Learning to provide both core and elective coursework to students.

## Analysis

The educational plan falls below the criteria for approval because the Applicant did not adequately support its case as summarized below. Specifically, the Applicant received a rating of “falls below” on 1 criteria and a rating of “approaches” on 22 criteria.

- Criteria considered “falls 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.
    - Does not meet the criteria in describing the curriculum for core academic content areas; clearly demonstrating alignment of the curriculum to the Educational Philosophy in core areas; and clearly demonstrating alignment of the curriculum to the Arizona State Standards in core areas.
- Criteria considered “approaches”:
  - A.1.e: Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.
    - Applicant does not address criteria regarding:
      - Providing clear details to support how the selected approach improves pupil achievement, especially for subgroups, in relation to the target population
      - Providing details regarding research and/or experience in relation to the selected approach and how it will be adapted virtually.
  - A.2.a: 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.

- Addresses criteria, but lacks sufficient detail in: identifying the target population; demonstrating a clear understanding of the students and community the school intends to serve.; and including current levels of academic performance of surrounding schools. There was no specific reference to "surrounding" or comparable schools, including historically low scores at other online schools in Arizona. It was unclear what applicant will do differently from other online schools to improve academic success.
- A.2.b: 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.
  - Addresses criteria, but lacks sufficient detail in: presenting an explanation of how the implementation of the Program of Instruction described in A.3 meets the identified needs of the target population; providing details explaining how the school's proposed Program of Instruction improves pupil achievement in the target population; providing details explaining how the school's proposed Program of Instruction improves educational choice in the target population. The section regarding providing choice would be stronger if Applicant addressed a comparison of other online schools. Applicant does clearly describe needs of targeted students and specifically discusses Special Education needs.
- A.2.c: 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.
  - Does not meet the criteria in describing the teacher-student ratios; providing details of how the class size and teacher-student ratios address the identified needs of the target population for improved pupil achievement; providing details of how the class size and teacher-student ratios address the identified needs of the target population and the need for educational choice. The Applicant materials are unclear how students will be assigned to a specific class and how many classes each teacher will have. See also comments in A3c.
- A.3.d: Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.
  - Addresses criteria, but lacks sufficient detail in: Explaining how the Program of Instruction will result in achieving the outcomes described in the school's mission. Applicant provides clearer understanding of what they are going to do and how they will do it, but not specifically how they will achieve the outcomes.
- A.3.1c: Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
  - Addresses criteria, but lacks sufficient detail in: Presenting a rationale for the selected criteria and conditions that guide the grade level promotion decisions. Applicant provides clear standards, but does not discuss rationale nor who will be making decision.
- A.3.2b: Describe a comprehensive, viable and adequate process that includes clear criteria and conditions for awarding course credit.
  - Addresses criteria, but lacks sufficient detail in: describing a comprehensive, viable and adequate process for awarding course credit; and describing clear criteria and conditions for awarding course credit.

- 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.
  - Addresses criteria, but lacks sufficient detail in: providing a rationale for the selected criteria and conditions for awarding course credit; and providing a rationale for the selected criteria and conditions demonstrating the student's capacity to pass the end of the course State Assessment.
- A.3.2d: 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.
  - Applicant did not provide detailed course offerings.
- A.5.c: Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I).
  - Applicant lacked specific detail as it pertains to “integrating curriculum into instruction consistently,” and “implementing the curriculum with fidelity to the design of the curriculum and program of instruction.” While implementation is student and mentor focused, there is no reference to teacher training or principal oversight.
- A.5.d: 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).
  - Applicant lacked specific detail as it pertains to “developing the assessment system” and “year to year comparison.” Their program automatically produces data for analysis. The year to year comparison seems to compare achievement of last year's students to that of the current year's students, an approach that will not show growth.
- A.5.e: Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III).
  - Applicant lacked specific detail as it pertains to “Monitoring instruction,” “Evaluating instructional practice,” and “Evaluating curriculum.”
- A.6.K-2b: Provide a complete response based on the required standard for reading, writing, and mathematics. 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.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: listing the knowledge/skills required prior to meeting learning targets for reading and mathematics. Prior knowledge has several items that either repeat the learning targets or have nothing to do with the targets (add 3 numbers, place value, use objects or drawings or symbols, and multiplication).
- A.6.K-2d: Provide a complete response based on the required standard for reading, writing, and mathematics.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: identifying components of the Program of Instruction and education philosophy that are incorporated into reading and mathematics instruction. The Applicant inserted the reading instruction section in the mathematics section.
- A.6.K-2e: Provide a complete response based on the required standard for reading, writing, and mathematics. Formative Assessment: list criteria for determining whether students have met each of the learning targets.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient

detail in: listing the criteria for determining whether students have met each learning target for reading and mathematics; and ensuring consistency and alignment with the application. The reading section is complete, but mathematics section is mixed with reading instruction and assessment

- A.6.K-2f: Provide a complete response based on the required standard for reading, writing, and mathematics. 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.
  - Applicant meets the criteria in writing. Applicant addresses the criteria, but lacks sufficient detail in: describing how students will demonstrate mastery of the required standard in mathematics; and describing the criteria used to determine whether a student has mastered the required standard in reading. The Application materials list names of internal online tests and state that 70% is mastery, but is not specific about what constitutes mastery or how the assignments will be scored.
- A.6.3-5b: Provide a complete response based on the required standard for reading, writing, mathematics, and science. 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.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: listing the knowledge/skills required prior to meeting learning targets for reading and mathematics.
- A.6.3-5d: Provide a complete response based on the required standard for reading, writing, mathematics, and science. 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.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: describing the activity/tasks students will complete to meet the learning targets in reading.
- A.6.3-5e: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Formative Assessment: list criteria for determining whether students have met each of the learning targets.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: listing the criteria for determining whether students have met each learning target for reading.
- A.6.3-5f: Provide a complete response based on the required standard for reading, writing, mathematics, and science. 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.
  - Applicant meets the criteria in writing and science. Applicant addresses the criteria, but lacks sufficient detail in: describing the criteria used to determine whether a student has mastered the required standard in reading and mathematics. Applicant's reading assessment does not address the standard and is more of a writing assignment.
- A.6.3.9-12e: Provide a complete response based on the required standard for reading, writing, mathematics, and science. Formative Assessment: list criteria for determining whether students have met each of the learning targets.

- Applicant meets the criteria in reading and writing. Applicant addresses the criteria, but lacks sufficient detail in: listing the criteria for determining whether students have met each learning target for mathematics and science. The exemplar Science submission is a good lesson, but it does not address the standard.
  - A.6.3.9-12f: Provide a complete response based on the required standard for reading, writing, mathematics, and science. 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.
    - Applicant meets the criteria in reading and writing. Applicant addresses the criteria, but lacks sufficient detail in: describing how students will demonstrate mastery of the required standard in mathematics and science; and describing the criteria used to determine whether a student has mastered the required standard in mathematics and science. See above.

## Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score $\geq$ 95%?	No	9	of	30	No	25	of	30
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	18				5			

## Plan Summary

The Applicant will partner with A3 Education to provide an innovative school model with the Applicant's board of directors providing oversight. The board of directors will supervise A3 Education, which will in turn supervise the school principal. The principal will supervise the following staff: teachers (three K-5, nine 6-12, one SPED), administrative assistant, orientation specialist, mentor teacher, and counselor.

The Board of Directors will be responsible for the following:

- Approval of the annual school budget, calendar, major fundraising events, and grant writing
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the Arizona State Board for Charter Schools as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School
- Participation as necessary in dispute resolution
- Monitoring overall student performance
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter
- Monitoring the fiscal solvency of the Charter School
- Participation in the Charter School's independent fiscal audit
- Participation in the Charter School's performance report to the Arizona State Board for Charter Schools
- Participation as necessary in student expulsion matters; and Increasing public awareness of the Charter School
- Fundraising efforts

- Protect the legal interests of the charter school and adhere to all applicable laws

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

- Legal services
- Financial services
- Student services
- EMO/ESP

## Analysis

The operational plan falls below the criteria for approval because the Applicant received a rating of “approaches” on five categories as summarized below:

- B.1.a: 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.
  - Applicant addresses criteria, but lacks sufficient detail in: describing in detail the applicant’s history; describing in detail the applicant’s establishment and evolution; and describing in detail how a charter school became part of the applicant’s mission. While there is a general outline, there is no evidence of the applicant entity evolving to want to start a charter school. It is unclear why the Applicant’s mission is to start a charter.
- B.1.b: Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.
  - Applicant addresses criteria, but lacks sufficient detail in: providing a clear and cohesive organizational chart that clearly delineates the roles, responsibilities and reporting structure for each position on the chart; and providing a clear and cohesive narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. While the Applicant’s chart is clear, there is very little explanation of reporting and responsibilities.
- B.3.a: 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.
  - Applicant addresses criteria, but lacks sufficient detail in: clearly delineating the roles and responsibilities of the CFO, CEO, and Principal; and alignment of this chart to section A3. It appears that the COO of the ESP is in control of the school because the COO hires and evaluates the principal. Additionally, any suggested curriculum changes must be approved by the COO and ESP.
- 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.
  - Applicant addresses criteria, but lacks sufficient detail in: ensuring consistency with the service agreement regarding relationship between EMO and CMO; and describing how the applicant will evaluate that performance. The contract between the ESP and the applicant entity says it renews annually and will be in force as long as the school operates, but elsewhere the Board says it can stop the contract whenever it wants.
- 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.
  - Applicant addresses criteria, but lacks sufficient detail in: describing how the costs associated with

the CMO & EMO are viable and adequate for the target population identified in A.2.

## Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score $\geq$ 95%?	No	13	of	36	No	24	of	33
Number of "Falls Below" ratings	8				5			
Number of "Approaches" ratings	15				4			

### Plan Summary

**Proposed Location:** N/A - Since the Applicant's proposed program is entirely online, no permanent facilities will be required. All students and teachers are expected to study and work from home. The Applicant acknowledges that temporary space will be required to accommodate state testing periods. Additionally, the Applicant will require storage space for student records, which A3 Education will manage.

**Facilities Requirements:** N/A - See above

### Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	n/a	500	716	791
Total Revenue:	\$200,000	\$3,409,251	\$4,798,925	\$5,257,554
Total Expenditures:	\$177,688	\$3,399,761	\$4,612,532	\$5,116,824
Ending Balance:	\$22,313	\$31,802	\$217,995	\$358,726

The initial submission indicated that the Applicant expects enrollment to grow from 500 in Year 1 to 716 in Year 2 and 791 in Year 3. However, the revised submission indicated that the applicant intends to serve 2600 students from the first year of operation. The numbers in the Budget Summary above are pulled from the Projected Revenue Calculator in section C.5.

Marketing expenses are projected to be \$75,000 during the start-up year (starting in January 2019) and increase to \$100,000 in years 1-3. Rationale for the expenditure is that less will be required in the start-up phase given the shorter time period than a full academic year. The Applicant plans to rely heavily on EMO/ESP partner to manage recruitment. The total budget, as listed, assumes 95% enrollment.

The Applicant plans to attend employment events and fairs and post positions on well-known job boards. The proposed hiring process will consist of an interview with the Principal, who will make recommendations to the board. The proposed training plan consists of support from A3 Education and the use of PLCs.

### Analysis

The business plan falls below the criteria for approval because the Applicant did not adequately support its case as summarized below. Specifically, the Applicant received a rating of "falls below" on 5 criteria and a rating of "approaches" on 3 criteria.

- Criteria considered "falls below":

- C.2.a: Provide a viable and adequate time frame for recruiting students consistent with the start-up date of the proposed school identified on the Target Population page.
  - Applicant does not address the criteria in: provide a viable and adequate time frame for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.
- C.2.c: Provide clear and specific sources for costs associated with the marketing plan.
  - Applicant does not address the criteria in: providing clear and specific sources for costs associated with the marketing plan.
- C.2.d: 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.
  - Applicant does not address the criteria in: describing 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. Applicant assumes that large marketing effort will attract students, but there is no linking of marketing technique to target interests.
- C.2.e: 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.
  - Applicant does not address the criteria in: ensuring costs as described in the narrative are accounted for in the Budget and fully described in the assumptions. Costs are accounted for in the budget, but the assumptions do not break out the amounts for each planned marketing venue.
- C.2.h: 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.
  - Applicant does not address the criteria in: identifying the enrollment targets' minimum and maximum projected enrollment at each grade level; and Identifying how the enrollment targets were determined. Targets seem to be determined based on other school experiences. The way Applicant lists minimum targets sounds like they might only offer grades if they have at least 24 students.
- Criteria considered “approaches”:
  - C.2.b: Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.
    - Applicant addresses criteria, but lacks sufficient detail in: providing a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.
  - C.3.b: 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 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.
    - Applicant does not address the criteria in: describing how the staffing plan is adequate for the effective implementation of the Program of Instruction and operation of the charter school as described, including the grades and number of students to be served in each of the first three years of operation. The proposed School Mentor seems to have a lot of students to support and undefined responsibilities. More information is needed regarding how the School Mentor will interact with students.
  - C.5.e: Demonstrate through the assumptions that the amounts listed are viable and adequate.
    - Applicant does not address the criteria in: demonstrating through the assumptions that the amounts listed for each budget line are viable and adequate. Marketing is not clearly described. Specifically, there is concern about the plan for the \$576,721.53 accumulated in years 2 & 3.

# Evidence of Capacity

## Applicant Summary

Name	Role	Attended Interview?
Mickey Nunez	Authorized Representative, Board member	Yes
Brenda Koerselman	Board member	No
Justin Schmitt	ESP Representative	Yes

## Analysis

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

The Applicant states that Mickey Nunez has 20 years of classroom experience as well as academic coaching and advising. It is unclear whether Mr. Nunez has experience in school leadership or charter school management.

The Applicant states that Brenda Koerselman has 29 year of education experience serving in a variety of roles, but does not provide detail related to school leadership or charter school management.

Justin Schmitt attended the interview representing the EMO. The majority of the questions posed by the TRP were answered by Mr. Schmitt.

Further concerns exist with capacity as follows:

- The charter principals included resumes and described their experience, but at no point does the applicant express personal motivation to open a charter school.
- There are discrepancies between the applicant's bylaws and the charter application.
- It seems that all aspects of the school are primarily controlled by the ESP, which does have a positive track record in other states. However, there is no reference to differences in state laws or competition.
- Marketing is not scheduled to begin until April 2019. Competition for students is fierce in Arizona, so a late start in recruitment could make the goal of enrolling the proposed number of students difficult.
- In A.5 the applicant sets achievement goals which seem reasonable based on state test averages (math = 5-point gain, reading = 8-point gain). However, the applicant also includes test averages of existing online schools which indicate a much wider gap to be covered (math =22 points, reading = 12 points). The Applicant does not explain what its program will do differently from other online schools in order to produce such large gains in achievement.
- The online curricula may be excellent, but it often stretches to, or even misses, specifically aligning to Arizona State Standards. This could impact student achievement on state required tests aligned to Arizona's standards.
- After year one, large sums of money begin to accumulate but there is no stated plan for its use. As an online school, there is no need for additional campuses. There is no reference to providing additional services to students.

Based on the above, the TRP does not believe that Arizona Online Academy will be a strong addition to educational choice in Arizona.

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

<b>Applicant Group</b>	Arizona Online Academy, Inc.
<b>Proposed School Name</b>	Arizona Online Academy

REVISED APPLICATION RATINGS					
Part A	Educational Plan	F	A	M	Technical Assistance / Comments
A.1	Educational Philosophy				
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	Revised Submission Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Revised Submission Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Revised Submission 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	Revised submission addresses criteria, but lacks sufficient detail in: Providing clear details to support how the selected approach improves pupil achievement, especially for subgroups, in relation to the target population. Providing details regarding research and/or experience in relation to the selected approach and how it will be adapted virtually.
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Revised Submission Meets the Criteria
<b>A.1 Total</b>		<b>0</b>	<b>1</b>	<b>5</b>	
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	Revised submission addresses criteria, but lacks sufficient detail in: Identifying the target population. Demonstrating a clear understanding of the students and community the school intends to serve. Including current levels of academic performance of surrounding and comparable schools.
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	Revised submission addresses criteria, but lacks sufficient detail in: Presenting an explanation of how the implementation of the program of instruction described in A.3 meets the identified needs of the target population. Providing details explaining how the school's proposed program of instruction improves pupil achievement in the target population. Providing details explaining how the school's proposed program of instruction improves educational choice in the target population.
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	Addresses criteria, but lacks sufficient detail in: Describing the teacher-student ratios. Providing details of how the class size and teacher-student ratios address the identified needs of the target population for improved pupil achievement. Providing details of how the class size and teacher-student ratios address the identified needs of the target population and the need for educational choice.
<b>A.2 Total</b>		<b>0</b>	<b>3</b>	<b>0</b>	
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 Does Not Meet the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria

A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	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	Addresses criteria, but lacks sufficient detail in: Explaining how the Program of Instruction will result in achieving the outcomes described in the school's mission.
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria
<b>A.3 Total</b>		<b>1</b>	<b>1</b>	<b>3</b>	
<b>A.3.1</b>	<b>Mastery and Promotion</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised Submission 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	Revised Submission Meets the Criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions.			1	Revised submission addresses criteria, but lacks sufficient detail in: Presenting a rationale for the selected criteria and conditions that guide the grade level promotion decisions.
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	Revised Submission Meets the Criteria
<b>A.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
<b>A.3.2</b>	<b>Course Offerings and Graduation Requirements</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance/ Comments</b>
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	Addresses criteria, but lacks sufficient detail in: Describing a comprehensive viable and adequate process for awarding course credit. Describing clear criteria and conditions for awarding course credit.
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	Addresses criteria, but lacks sufficient detail in: Providing a rationale for the selected criteria and conditions for awarding course credit. Providing a rationale for the selected criteria and conditions demonstrating the student's capacity to pass the end of the course State Assessment.
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	Addresses criteria, but lacks sufficient detail in: Providing course descriptions.
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
<b>A.3.2 Total</b>		<b>0</b>	<b>3</b>	<b>2</b>	
<b>A.4</b>	<b>School Calendar and Weekly Schedule</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised Submission Meets the Criteria
<b>A.4 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>A.5</b>	<b>Academic Systems Plan</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>

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

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"> <li>• gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>• identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>• verifying if the instruction allows students to effectively master state standards, and</li> <li>• ensuring that adjustments are made to the curriculum for students in subgroup populations.</li> </ul> <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction.</li> </ul> <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> <li>• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>• using criteria to clearly measure instructional quality, and</li> <li>• disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul> <p>iv. Adapted to meet the needs of subgroups. evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	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 system for monitoring instruction (Area III):</p> <p>ii. Evaluating instructional practices, specifically what walkthroughs will look like and the teacher evaluation tool details, especially for an online environment.</p>
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"> <li>• determining what PD topics will be covered throughout the year and</li> <li>• deciding what data and analysis will be used to make those decisions.</li> </ul> <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> <li>• supporting high quality implementation of PD strategies by providing support and</li> <li>• allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul> <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> <li>• monitoring that the strategies learned in professional development are implemented, and</li> <li>• following up with instructional staff regarding levels of implementation.</li> </ul> <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> <li>• determining what topics are addressed during PD to meet the needs of subgroups.</li> </ul>	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		Revised Submission 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		Revised Submission Meets the Criteria
A.5j	Be consistent with all sections of the application package	1		Revised Submission Meets the Criteria
A.5 Total		0	3	7

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. <b>1. Learning Target:</b> 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. <b>2. Prior Knowledge:</b> 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 in Writing and Reading. Revised submission addresses the criteria, but lacks sufficient clarity in: Listing the knowledge/skills required prior to meeting learning targets for Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>4. Instruction:</b> 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. Revised Submission Meets the Criteria in Reading. Revised submission addresses the criteria, but lacks sufficient detail in: Identifying components of the program of instruction and education philosophy that are incorporated into Mathematics instruction.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Writing. Revised Submission Meets the Criteria in Reading. Revised submission addresses the criteria, but lacks sufficient detail in: <del>Listing the criteria for determining whether students have met each learning target for Mathematics</del>
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>6. Summative Assessment:</b> 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 how students will demonstrate mastery of the Required Standard in Mathematics, Reading and Writing. Describing the criteria used to determine whether a student has mastered the Required Standard in Mathematics, Reading and Writing.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6 Total		0	4	3	
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. <b>1. Learning Target:</b> 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.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> 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 in Writing and Science. Revised Submission Meets the Criteria in Mathematics. Revised submission addresses the criteria, but lacks sufficient detail in: <del>Listing the knowledge/skills required prior to meeting learning targets for Reading</del>
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>3. Instructional Plan:</b> Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> 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, Mathematics, and Science. Revised submission addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Reading.
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.		1	Meets the Criteria in Writing, Mathematics, and Science. Revised submission addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Reading.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> 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, Mathematics, and Science. 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 Reading.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> Describe the processes available to provide support to students that do not meet the learning targets.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.3-5 Total		0	4	3
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. <b>1. Learning Target:</b> 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. <b>2. Prior Knowledge:</b> 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. <b>3. Instructional Plan:</b> 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. <b>4. Instruction:</b> Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.		1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> 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. <b>6. Summative Assessment:</b> 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. <b>7. Remediation:</b> 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. <b>1. Learning Target:</b> Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>2. Prior Knowledge:</b> 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. <b>3. Instructional Plan:</b> 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 in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>4. Instruction:</b> 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.6.3.9-12e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>5. Formative Assessment:</b> List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading and Writing. Revised submission addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Mathematics and Science.
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>6. Summative Assessment:</b> Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading and Writing. Revised submission addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Mathematics and Science. Describing the criteria used to determine whether a student has mastered the Required Standard in Mathematics and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. <b>7. Remediation:</b> 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.6.9-12 Total		0	2	5	
	<b>Part A Sub Total</b>	1	22	44	
	<b>Part B Operational Plan</b>				
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	Revised submission addresses criteria, but lacks sufficient detail in: Describing in detail the applicant's establishment / evolution. Describing in detail how a charter school became part of the applicant's mission.
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	Revised submission addresses criteria, but lacks sufficient detail in: Providing a clear and cohesive organizational chart that clearly delineates the roles, responsibilities and reporting structure for each position on the chart. Providing a clear and cohesive narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Revised Submission 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	Revised Submission 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	Revised Submission 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	Revised Submission 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>B.1 Total</b>		<b>0</b>	<b>2</b>	<b>6</b>	
<b>B.2</b>	<b>Governing Body</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised Submission 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	Revised Submission Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.2 Total</b>		<b>0</b>	<b>0</b>	<b>5</b>	
<b>B.3</b>	<b>Management and Operation</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised submission addresses criteria, but lacks sufficient detail in: <ul style="list-style-type: none"> <li>Clearly delineating the roles and responsibilities of the CFO, CEO, and Principal.</li> <li>Alignment of this chart to section A3.</li> </ul>
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: <ol style="list-style-type: none"> <li>Instruction,</li> <li>Curriculum and Assessment (mandated State testing),</li> <li>Staff Development,</li> <li>Financial Management,</li> <li>Contracted Services,</li> <li>Personnel,</li> <li>Grants Management, and</li> <li>Student Information System (SIS).</li> </ol>			1	Revised Submission Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Revised Submission Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>B.3 Total</b>		<b>0</b>	<b>1</b>	<b>3</b>	
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>

B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.			1	Meets the Criteria
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.			1	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.			1	Meets the Criteria
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.			1	Revised Submission Meets the Criteria
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.			1	Meets the Criteria
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.		1		Revised submission addresses criteria, but lacks sufficient detail in: • Ensuring consistency with the service agreement regarding relationship between EMO and CMO.
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.			1	Revised Submission Meets the Criteria
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Revised Submission Meets the Criteria
<b>B.3.1 Total</b>		<b>0</b>	<b>1</b>	<b>7</b>	
<b>B.3.2</b>	<b>Contracted Services</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised Submission Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Revised Submission Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing how the costs associated with the CMO & EMO are viable and adequate for the target population identified in A.2
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	Revised Submission Meets the Criteria
<b>B.3.2 Total</b>		<b>0</b>	<b>1</b>	<b>4</b>	
	<b>Part B Sub Total</b>	<b>0</b>	<b>5</b>	<b>25</b>	
<b>Part C</b>	<b>Business Plan</b>				
<b>C.1</b>	<b>Facilities Acquisition</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>Technical Assistance / Comments</b>
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	Revised Submission 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	Revised Submission Meets the Criteria

C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
<b>C.1 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
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			Revised Submission Does Not Meet 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		Addresses criteria, but lacks sufficient detail in: Providing clear and specific rationale for costs associated with the marketing plan.
C.2c	Provide clear and specific sources for costs associated with the marketing plan.	1			Revised Submission Does Not Meet the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.	1			Revised Submission Does Not Meet the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.	1			Revised Submission Does Not Meet 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	Revised Submission 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			Revised Submission Does Not Meet the Criteria
<b>C.2 Total</b>		<b>5</b>	<b>1</b>	<b>2</b>	
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: • 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		Revised submission addresses criteria, but lacks sufficient detail in: Describing how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including the grades and number of students to be served in each of the first three years of operation.
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.		1		Revised submission addresses criteria, but lacks sufficient detail in: Describing the specific process for recruiting initial instructional staff and how it will result in a staff qualified to effectively implement the program of instruction.
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 Meets the Criteria
<b>C.3 Total</b>		<b>0</b>	<b>2</b>	<b>3</b>	
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	Revised Submission Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission 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	Revised Submission Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
<b>C.4 Total</b>		<b>0</b>	<b>0</b>	<b>6</b>	
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	Revised Submission 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 using clear rationale that the amounts listed for each budget line are viable and adequate to accomplish the mission statement.
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
<b>C.5 Total</b>		<b>0</b>	<b>1</b>	<b>7</b>	
	<b>Part C Sub Total</b>	<b>5</b>	<b>4</b>	<b>24</b>	
<b>Grand Total</b>	<b>Parts A, B, and C</b>	<b>6</b>	<b>31</b>	<b>93</b>	
<b>SUMMARY</b>	One or more areas in Part A, B, or C scored Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Fails 95% Test				
	Operational Plan Fails 95% Test				
	Business Plan Fails 95% Test				
<b>CONCLUSION</b>	<b>Fails to Meet the Criteria, Therefore Substantively Incomplete</b>				