

APPENDIX A

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 05, 2018

New Charter Application for

Educational Models for Learning - Arizona

Submitted by

Educational Models for Learning, Inc.

Report Summary

Recommendation: Approve					
Applicant Name:		Educational Models for Learning, Inc.			
Proposed School Name:		Educational Models for Learning - Arizona			
Grades Served Year 1:	9-12	Grades Served Year 2:	9-12	Grades Served Year 3:	9-12
Location:	South Scottsdale, in close proximity to Coronado High School, within the vicinity of N. Scottsdale Road, Scottsdale, AZ.				
Mission Statement:	Educational Models for Learning-Arizona will implement personalized, educational programs to facilitate student achievement. These educational programs will demonstrate standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.				

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. level

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	73%	Yes	100%
Operational Plan Score ≥ 95%?	No	77%	Yes	100%
Business Plan Score ≥ 95%?	No	91%	Yes	100%

In-Person Interview Summary

All three of the Charter Principals were present and participated equally in the interview. All interviewees were able to respond readily to questions about all parts of the application. The TRP was impressed with the overall written application, the only concern was if any of the Charter Principals were going to actually be on site on a daily basis to run the operations. The Applicants addressed our concern. (Capacity Interview 29:31) The Applicant explained their educational, operational, and business plans in greater detail. The TRP has no doubt of the Applicant’s ability or capacity to successfully launch a charter school.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Educational Models for Learning, Inc. be approved because the educational, operational and business plans obtained perfect scores in meeting the Board’s criteria. Furthermore, the Capacity Interview confirmed the decision of the TRP by demonstrating that the Applicants do possess the knowledge, skills and experience to successfully operate their charter school described in the application package. The TRP fully recommends that the application be approved without reservation.

Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score \geq 95%?	Yes	30	of	41	Yes	41	of	41
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	8				0			

Plan Summary

The Applicant intends to serve students and families with children who have attended chronically underperforming schools in grades 9-12, in the South Scottsdale area (Educational Plan A.2: Target Population, p.1). The area includes as far North as McDowell, south at Broadway, East at 48th Street and as far West as Dobson (Educational Plan A.2: Target Population, p. 3). The Applicant anticipates that its student population will mirror the surrounding schools, and strategically position its classroom within a 5-mile radius of Coronado High School (Educational Plan A.2: Target Population, p.1). About 56% of the student population will be Hispanic Latino, 25% White, 8% American Indian, 7% Black, and 3% Asian. Sixty-eight percent of the students will be on Free and Reduced Lunch (Educational Plan A.2: Target Population, p. 2).

The philosophical approach of the Applicant is to provide students and families with a quality educational option in neighborhoods with chronically underperforming schools. The Applicant will be committed to the development of a personalized instructional program with flexible student schedules that demonstrates positive outcomes for each student (Educational Plan A.1.: Educational Philosophy, p.1). The Applicant will have an instructional program that provides students an individualized, Blended Learning Flex Model. Each student will receive a personal education plan that can include one-on one tutoring, online course options, field trips, supervised study, and assistance with accessing community and government agency services. Students will follow a course of study consistent with the AzCCRS and requirements for graduation (Educational Plan A.1: Educational Philosophy, p. 6).

The Applicant will provide a flexible schedule option for students, where they can attend a session in the morning, afternoon, or evening (Educational Plan A.1.: Educational Philosophy, p.5) with students taking courses that last 9 weeks (Educational Plan A.1.: Educational Philosophy., p. 4). The school year will include 180 instructional days (Educational Plan A.3: Program of Instruction, p.4).

The Applicant will meet the needs of all students through a Pathways Personalized Education Plan. This plan shall include formative and summative testing data (AzMERIT, PSAT, SAT, ACT, local assessments such as unit and end-of-course exams, career and learning style surveys, as well as computer adaptive standards-based assessments). Through assessments, a set of instructional goals will be developed (Educational Plan A.1.: Educational Philosophy p. 4).

Analysis

The educational plan meets the criteria for approval because the Applicant defines the plan for providing a learning environment that will improve pupil achievement in the target population, as well as a clear picture of the student experience with respect to educational climate, structure, assessment, and outcomes. The highlights of the proposed methods of instruction are a blended learning flex model (Educational Plan A.3: Program of Instruction, p. 4) and the Pathways Personalized Education Plan

(Educational Plan A.3: Program of Instruction p. 8). The rationale for the selected curriculum outlines the structure and accountability for concept mastery (Educational Plan A.3: Program of Instruction, p.5).

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score \geq 95%?	Yes	17	of	22	Yes	22	of	22
Number of "Falls Below" ratings	1				0			
Number of "Approaches" ratings	4				0			

Plan Summary

Educational Models for Learning, Inc. (EML, Inc.) is an Arizona nonprofit corporation that is currently applying for federal tax-exempt status and intends to achieve such prior to or during the first year of its operation as a charter school. The Applicant operates under the direction of an independent volunteer Board of Directors (Board), who exercise ultimate decision-making authority for the charter, and Educational Models for Learning-AZ (EML-AZ) to be operated by EML, Inc. The Board of EML, Inc. is responsible for managing the business and affairs of EML, Inc. The Board will also serve as the governing body for EML-AZ and will be responsible for the policy decisions of the charter school, as well as providing general supervisory oversight for academics, finances, and regulations (Operational Plan B.2.a: School Governing Board, p. 2).

The School Principal reports to, and is accountable to, the Governing Board for day-to-day management decisions and instructional leadership (Operational Plan B1: Applicant Entity, p.4). Additionally, the School Principal will be responsible for overseeing the back office provider and will work with the Board to directly oversee financial management and growth of the school. After the third year of operations, when enrollment increases, EML-AZ will recruit and hire a Business Manager. The School Principal will have oversight over the non-instructional personnel (Operation Plan B1: Applicant Entity, p. 5).

The Applicant proposes to contract services in the areas of Special Education Services, Legal Services, Information Technology, Financial Management and Business Solutions, Financial Auditing, and Custodial Services (Operational Plan B.3.2.: Contracted Services, p.1).

Analysis

The operational plan meets the criteria for approval because it provides an understanding of school operations, management, and governance, representing a clear picture of the Applicant's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

The board member qualifications are clearly described and the board members are certainly qualified and experienced. The Applicant does acknowledge, and is looking at, ways to broaden and increase the depth of its board by including qualified individuals from other ethnic and age groups. (Capacity Interview, 27:13)

The listed costs and sources for Contracted Services are correlated to the needs of the target population and to the needs of implementing the chosen model of instruction. (Operational Plan B.3.2: Contracted Services, pages 1-9).

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score \geq 95%?	Yes	30	of	33	Yes	33	of	33
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	3				0			

Plan Summary

Proposed

Option 1: 2024 W. 1st St. Tempe, AZ 85281

Location:

Option 2: 1419 W. 12th Pl. Tempe, AZ 85281

Option 3: 1219 S. McClintock Dr. Tempe, AZ 85281

Option 4: 2221-2225 N. Scottsdale Rd. Scottsdale, AZ 85257 (Preferred)

Option 5: 5017 E. Washington St. Phoenix, AZ 85034

(Business Plan C.1: Facilities Acquisition, p. 3).

Facilities

Requirements:

Year 1: A projected 112 students, with a floorplan allowing for 106 students at any given time.

Year 2: A projected 157 students, with a floorplan allowing for 106 students at any given time.

Year 3: A projected 192 students, with a floorplan allowing for 106 students at any given time.

(Business Plan C.1: Facilities Acquisition, p. 1)

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		101	142	173
Total Revenue:	245,500.00	895,799.19	1,229,982.59	1,501,501.50
Total Expenditures:	130,312.81	754,163.60	1,046,732.	1,250,785.86
Ending Balance:	115,187.19	141,635.59	183,250.50	250,715.64

The plan included five facility options all located within the targeted area (Business Plan C.1: Facilities Acquisition, p. 3). The Applicant's desired location is a freestanding building with 18,113 square feet. The Applicant will lease a portion of this facility, with the Landlord configuring the space in accordance to the needs of the Applicant. As soon as the Arizona State Board for Charter Schools grants the Applicant a charter, negotiation for a facility will begin. In February of 2019, the tenant improvement will begin, and city permits will be obtained. In of May 2019, the school site will be set up with furniture, internet and technology (Business Plan C.1: Facilities Acquisition, p. 1).

The Applicant projects to have a minimum/ maximum of 101/ 112 students for Year 1, a minimum of 142/ 157 students for Year 2, and a minimum of 173/ 192 students for Year 3 (Business Plan C.2: Marketing and Student Enrollment, p. 7). Enrollment targets are based on the number of eligible students in the area surrounding the proposed location, the performance of local schools serving a similar student population, and the marketing impressions that the plan will achieve. The numbers also closely align with budgetary needs for the school to be fiscally solvent (Business Plan C.2: Marketing and Student Enrollment, p.9).

The Applicant will advertise and promote its program with a community outreach, creating community engagement for students in grades 9-12. Target audiences will include adults with children ages 13-17 years. Primary geo-targeting will include a 5-mile radius from the Applicant's facility. Secondary geo-targeting will include a 7- to 10-mile radius. (Operational Plan C.2: Marketing and Student Enrollment, p. 1). Advertising will include a website, Facebook, outreach, open houses, collateral, digital ads, organic social media and online search opportunities, paid social media, and public relations (Operational Plan C.2: Marketing and Student Enrollment, p. 1-2).

The Applicant plans to recruit personnel through outreach to local teacher-training colleges and universities, advertisements in local, state and national publications, and career and community fairs (Business Plan C.3: Personnel, p. 6). The first step in the hiring process involves an initial online application, a supplemental application with open-ended questions, the completion of a Work Styles Behavior Survey and an initial assessment aligned to the job description. Selected applicants will receive interviews. If this is a choice candidate, a background and reference check will be performed. Training will include an onboarding process, including best practices, school culture, and strategic initiatives (Business Plan C.3: Personnel, p. 7). Ongoing professional development will include ethical responsibilities, curriculum content, student engagement and teacher and staff efficiency & effectiveness. These will all encompass Professional Learning Communities (Business Plan C.3: Personnel, p. 7-8).

Revenue calculations for the three-year operational budget are based on 90% of anticipated full enrollment for the first three years. Expenses on average for the first three years consume 84% of revenue, thus providing a cushion for the event of any setbacks. The budget has been carefully constructed to implement and sustain the educational model selected.

Analysis

The business plan meets the criteria for approval because it provides an understanding of the development and management of the school's financial operations. The facility plan includes five options, each with a detailed building configuration (Business Plan C.1: Facilities Acquisition, p. 3). The marketing plan includes cost efficient measures and analysis for three-year projections (Business Plan C.2: Marketing and Student Enrollment, p. 1). The personnel plan provides details in describing professional qualifications and/ or experience for each projected position (Business Plan C.2: Marketing and Student Enrollment, p. 2-4). An immediate recruiting, hiring, and initial training timeline was included and detailed (Business Plan C.2: Marketing and Student Enrollment, p. 6). The budget plan aligns with other sections of the application. The budget plan is aligned with other sections of the application. The decision to budget revenue at 90% of full enrollment for each of the three years is evidence of the Applicant's ability to plan for contingencies.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Arlene Gluck	Authorized Representative, Charter Principal	Yes
Vicki Barber	Authorized Representative, Charter Principal	Yes
Tom Davis	Charter Principal	Yes

Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a charter school. The application is detailed and well-crafted and all three plans meet the Board’s criteria with perfect scores. The Applicant team has a combined rich experience working as leaders and educators, and demonstrates a strong understanding of underserved students in Phoenix. The Applicants were engaged and knowledgeable during the Capacity Interview and were all comfortable discussing all parts of the application in depth. The Applicant demonstrated deep knowledge of, and commitment to, its plan. The TRP fully recommends Educational Models for Learning, Inc. for approval.

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

Applicant Group	Educational Models For Learning, Inc.
Proposed School Name	Educational Models For Learning-Arizona

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 how students will learn and what the teacher's role in that learning will be.			1	Meets the Criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction.			1	Meets the Criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs.			1	Meets the Criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school.			1	Meets the Criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience.			1	Meets the Criteria
A.1f	Ensure the mission statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria
A.1 Total		0	0	6	
A.2	Target Population	F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools.			1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement and providing educational choice.			1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement and educational choice.			1	Meets the Criteria
A.2 Total		0	0	3	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Revised Submission Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Revised Submission Meets the Criteria
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Revised Submission Meets the Criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Revised Submission Meets the Criteria
A.3 Total		0	0	5	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.				NOT APPLICABLE

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

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

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations. <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> integrating curriculum into instruction consistently, and implementing the curriculum with fidelity to the design of the curriculum and program of instruction. <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration. 			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> determining what PD topics will be covered throughout the year and deciding what data and analysis will be used to make those decisions. <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support and allocating resources such as time, space, and the necessary material items required for implementation. <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation. <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups. 			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	<p>Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science.</p> <p>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.</p>			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.

A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.				1	Meets the Criteria in 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. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets.				1	Revised Submission Meets the Criteria in Reading, Writing, Mathematics and Science.
A.6.9-12f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets.				1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12 Total		0	0	7		
Part A Sub Total		0	0	41		
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	Revised Submission 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	Revised Submission 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.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.3.2	Contracted Services	F	A	M	Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
B.3.2 Total		0	0	5	
	Part B Sub Total	0	0	22	
Part C	Business Plan				
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria

C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.				NOT APPLICABLE
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.				NOT APPLICABLE
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Revised Submission Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Revised Submission Meets the Criteria
C.1 Total		0	0	6	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	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: • the grades and number of students to be served in each of the first three years of operation, and			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Revised Submission Meets the Criteria

C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.3 Total		0	0	5	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria
C.4 Total		0	0	6	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			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	33	
Grand Total	Parts A, B, and C	0	0	96	
SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below				
	No more than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Meets 95% Test				
Business Plan Meets 95% Test					
CONCLUSION	Meets the Criteria, Therefore Proceeds to Interview				