

APPENDIX A

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2018

NOVEMBER 14, 2018

New Charter Application for

Phoenix International Academy

Submitted by

Phoenix International Academy

Report Summary

Recommendation:					Approve
Applicant Name:		Phoenix International Academy			
Proposed School Name:		Phoenix International Academy			
Grades Served Year 1:	5-8	Grades Served Year 2:	4-8	Grades Served Year 3:	3-8
Location:	Phoenix zip codes 85040 and 85042, in the South Mountain neighborhood, from Central Ave. east to 48 th Street, and Buckeye Road south to South Mountain Park.				
Mission Statement:	The mission of Phoenix International Academy is to provide a rigorous academic environment, where students apply knowledge and skills through interdisciplinary projects that require creative thinking and complex problem solving. Students will develop the skills necessary to thrive in a diverse, interdependent world through a focus on global competency and community-based learning projects that will have a positive local and global impact.				

Section Scores

A substantively complete application package meets the following scoring requirements:

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

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	92%	Yes	100%
Operational Plan Score ≥ 95%?	Yes	95%	Yes	100%
Business Plan Score ≥ 95%?	No	81%	Yes	97%

In-Person Interview Summary

The Applicant team at the interview included the two Charter Principals/Authorized Representatives: Erin Baril and Ivette Rodriguez Marquez, as well as the three members of the Governing Body: Kelli Kunkee (Procurement Director for Teach For America), Susie Wissinger (retired school administrator and non-profit board member) and Jade Bradfish, Esq. (attorney and former teacher). While the questions were directed towards the team as a whole, all were answered by the two Principals. The Governing Body members introduced themselves, presented their credentials and experience, and expressed their support for the Applicant (Capacity Interview 4:15).

Prior to the interview, the TRP had few concerns about the viability of the proposed school. The Preliminary Application had presented a solid, well thought out proposal, and the few issues noted by the TRP were competently addressed in the Revised package. Both Principals described years of experience working in the elementary district serving the target area, and demonstrated a thorough understanding of their target population (Capacity Interview 6:15).

One area where the TRP had some concern was the Applicant’s plan to open serving grades 5-8, and grow

towards the younger grades. This is the opposite of how a majority of new charters grow, and other charter schools in the target area have struggled with the middle grades. The Principals answered that grades 5-8 were where they had seen the greatest need while serving at the local district, and it was also where they had the most connection with parents (Capacity Interview 13:00). They also described an innovative system for tracking potential students and establishing a confidence scale for each registrant, to minimize the risk of an imbalance between resources and enrollment (Capacity Interview 18:35).

Both Charter Principals demonstrated a thorough understanding of all components of the proposal, and worked seamlessly as a team to build on each other's answers. Overall, the TRP felt strongly that the Applicant team had demonstrated the capacity to implement the detailed and thorough plan described in the application package, and operate a quality charter school.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Phoenix International Academy (PIA) be approved because all three sections of the written Application package met the Board's criteria; the education plan provides a rigorous and innovative approach to meeting the needs of an underserved population; the business plan appears sound and is supported by the resources of a multi-year AZCSP grant; and the Applicant team demonstrated, during the in-person interview, a strong capacity to effectively implement the planned program.

The Educational Plan includes a number of elements aimed at addressing the academic challenges inherent in the historically underserved target population, including a longer school day and year, a highly-engaging hands-on approach, including a multi-classroom model with a project-based component, and digital support. and a Restorative Justice focus on developing and maintaining community norms and expectations. These elements were described both in writing and by the Applicant team in their interview to form a coherent whole, supported by research and the experience of the team members.

Both the Business Plan and the Operational Plan were well thought out, described in good detail, and supported by the team in the interview. The Applicant understands the difficulty in attracting students and staff to a newly-opening school, and had contingency plans in place to address potential issues. The members of the Applicant team impressed the panel with their vision, passion, and evident capacity to serve the target population.

Educational Plan

Educational Plan Score \geq 95%?	Preliminary TRP Scores				Revised TRP Scores			
	Yes	51	Of	55	Yes	55	of	55
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	2				0			

Plan Summary

The population targeted by the Applicant lives in the Roosevelt school district in the South Mountain area of Phoenix, where both Principals worked as teachers, site leaders and district administrators for over a decade each (Capacity Interview 1:19:00). The population is mostly minority, with about 60% Hispanic and 15% Black. The area has a median income around \$40,000, and about half of the households speak a language other than English.

The school will open serving grades 5-8, and add lower grades each year until finally serving grades K-8. The Application Title Page lists adding one grade per year, but during the interview, the Principals stated that they may add two years at a time (Capacity Interview 13:15) to align with their program which includes multi-age classrooms (e.g. 5th-6th, 7th-8th). The program calls these “Learning Communities”, and they are made up of around 100 students. The school will have flexible class sizes within the learning community, ranging from 30 to 35 when the teacher is explaining a new concept to small groups of 5-10 to practice or work on a project.

The Applicant’s philosophy is focused on bringing a “rigorous, standards-driven, and authentic learning experience” to an underserved population. To address the strengths and needs of the population, the school will implement a project-based learning environment where students integrate learning from many subjects to solve real-world problems. To build community, the school will implement a Restorative Justice culture, identifying norms and expectations and helping members repair the harm when those are breached.

The school day will start with advisory, where the students will be with the same advisor over multiple years, focusing on community-building and communication. Core classes in ELA and Math will be scheduled in the morning. After lunch, there will be a block of time for multidisciplinary projects incorporating Social Studies and Science standards, followed by special classes and PE (Capacity Interview 20:30).

The school calendar will include 200 days, running from early August to late June. The school day will be from 8:00 am to 3:30 pm, providing between 1,200 instructional hours in the primary grades and 1,300 hours in the middle school grades, substantially more than required by state law.

The curriculum of the proposed school will come from Arizona standards-based common formative assessments and curriculum maps developed by the teachers (Capacity Interview 50:45). At least four times a year, students will take assessments to monitor progress and determine areas of need (Section A.3, p. 5). The staff will also develop rubrics for evaluating project-based learning products (Section A.5, p. 12). Data from the various assessments will be analyzed by each multi-classroom twice a week, and following more comprehensive assessments; action steps will be developed to address individual student needs, instructional changes, and systemic adjustments (Section A.5, p. 13).

Analysis

The educational plan meets the criteria for approval because the Applicant understands and addresses the needs of the target population through specific details of the program of instruction, including a 200-day school year, a combination of direct and project-based instruction, a multi-year team with an advisory

structure, and a focus on Restorative Justice as a means of building community.

The Applicant has been granted a federal CSP grant, and has used the resources to develop an innovative program aligned to the needs of the target community for rigor, academic support, and supportive culture. The Principals are experienced educators who have served the target population for many years, and understand the needs of the community.

PIA provides a great deal of data showing the demographic challenges faced by the population in the target area, and the current low performance of the K-8 school options in the area. Only one, EAGLE College Prep, has AzMERIT passage rates above 35% in both Reading and Math (Section A.2, p. 1-2). The population also has a high rate of English Language Learners and a low socio-economic status. The educational plan presented by PIA addresses these issues with a number of research-based, cohesive strategies including an extended school day and year, project-based learning, multi-classroom teams led by a highly-experienced teacher, digital learning platforms for academic support, and a culture of Restorative Justice (Sections A.2, p. 4; A.3).

The Applicant’s assessment plan includes standards-based common formative assessments, NWEA MAP benchmark assessments, and state standardized assessments, with frequent meetings to analyze data, provide sufficiently varied and frequent feedback to address the needs of individual students and to allow the leadership and faculty to make adjustments to the instructional program and professional development (Capacity Interview 57:50).

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	Yes	21	of	22	Yes	22	of	22
Number of “Falls Below” ratings	0				0			
Number of “Approaches” ratings	1				0			

Plan Summary

The corporate board of Phoenix International Academy (Applicant) shall be separate from the governing body of the school it operates, also called Phoenix International Academy (School). The Applicant consists of two Principals, Ivette Rodriguez Marquez and Erin Baril, both experienced educators who worked together in the Roosevelt School District. Ms. Rodriguez Marquez will serve as the Executive Director of the School, as an Ex-Officio non-voting member of the governing body, and as an Authorized Representative with the ASBCS. Ms. Baril will serve as the Student Success Specialist and an Authorized Representative, but will not sit on the governing body.

The Applicant was incorporated as a non-profit entity on August 23, 2017, for the purpose of operating a charter school, and is in good standing with the Arizona Corporation Commission. It has no corporate members (Section B.1).

The governing body per A.R.S. §15-183 (E) (8) will be the Governing Board (Board), which will include an odd number between 3 and 13 members. At the time of submission, three members had joined the Board: Kelli Kunkee, Treasurer, who is the Director of Procurement for Teach For America; Susie Wissinger, President, who is a retired teacher and school administrator in the Mesa Unified District; and Jade Bradfish, Esq., Secretary, an attorney and former teacher (Section B.2). All three members attended the interview. According to Ms. Rodriguez Marquez, a fourth member has been identified, and they plan to have five members upon opening, eventually reaching seven (Capacity Interview 1:14:00).

The Board will delegate all administrative responsibilities to the Executive Director, who will also act as Principal. The Student Success Specialist will supervise all academic responsibilities, while the Executive Director will focus on financial and operational oversight. Both will be evaluated by the Board (Section B.3).

The Applicant will contract with external service providers in the following areas: financial management (tax, compliance, payroll, accounts payable, annual financial report); special education (school psychologist, speech language services, physical and occupational therapy); information technology; facility maintenance and cleaning; food service; employee benefits; insurance; and legal services.

Analysis

The operational plan presented by PIA meets the criteria for approval because the planned governance and management structure is detailed and appropriate for an operation the size of the one described in the Application. The governing body members who attended the interview described sufficient qualifications and experience to oversee a high quality charter school (Capacity Interview 4:15). The Applicant Principals provide an organizational structure appropriate to the type and size of school described in the application package (Section B.1, p. 4).

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score ≥ 95%?	No	26	of	32	Yes	31	of	32
Number of "Falls Below" ratings	3				0			
Number of "Approaches" ratings	3				1			

Plan Summary

Proposed Location: The target area is within the 85040 and 85042 zip codes in the South Mountain area of Phoenix. Three potential facilities have been identified:

- 1) 5806 S. 35th Ave, Phoenix, AZ 85041 – 22,214 sq. ft.
 - 2) 4411 S. 40th Street Building D, Phoenix, AZ 85040 – 11,166 sq. ft.
 - 3) 3540 E. Baseline Road, Phoenix, AZ 85042 – preferred option – 20,733 sq. ft.
- No facility has been secured yet

Facilities Requirements: Year 1: 150 students -, 6,750 to 8,550 sq. ft. – 6 classrooms, a conference room, a collaborative learning space, a multi-purpose space, a teacher workroom, an area for special education and services, and office space.

Year 2: 225 students – 10,125-12,825 sq. ft. – add 3 classrooms.

Year 3: 300 students – 13,500-17,100 sq. ft. – add 3 classrooms, 1 electives room, 1 collaborative learning space, 1 office.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		150	225	300
Total Revenue:	450,000	1,326,253	1,595,452	2,119,621
Total Expenditures:	450,000	1,173,850	1,493,216	1,977,821
Ending Balance:	0	152,403	254,640	396,439

The Applicant's Business Plan includes a detailed facility acquisition plan with a viable timeline for opening a school by the proposed opening date of August 5, 2019. PIA has identified three available facilities within the target area which would allow it to implement the program of instruction. During the interview, the Applicant stated that the facility at 36th Street and Baseline Road would be its preferred facility. They said it was located at the entrance of the Raven Golf Course, which could allow some possible PE or extracurricular opportunities (Capacity Interview 1:17:20). This facility also has sufficient space for the growth planned for the first three years and beyond, and the owner has indicated the possibility of leasing the building in phases (Section C.1, p. 5).

The Applicant is applying for a charter serving grades K-8, but only plans to open serving grades 5-8 with 150 students (35-40 students per grade), with the other grades being added in subsequent years, at a rate of 75 students per year. At full enrollment the school would serve 450 students K-8. The Target Population Page lists the school adding one lower grade per year, but during the In-Person Interview, the Applicant stated that its program of instruction suggests adding two grades at a time (Capacity Interview 13:00). Ultimately, each grade would have 50 students (Section C.2, p. 1).

As the Principals and Board members have been working in the area for many years, their initial marketing approach is through social media and word-of-mouth. They have also been meeting with local businesses, community organizations, faith-based organizations, and local publications to spread the word. They have already established a web presence, started spreading promotional materials, and collecting names of interested parents. They are also working with New Schools Venture Fund (who gave them a \$215,000 startup grant) to develop an interest/enrollment tracking system with confidence indexing (Capacity Interview 18:35). Following charter approval, they will begin hosting dinners with potential families, door-to-door canvassing with flyers and door hangers, and home visits. They will also be hosting open houses, parent mixers, and orientations.

The plan to recruit and hire staff is aligned to the personal relationship strategy described in the Marketing Plan. As long-time school and district administrators in the target area, the Principals have relationships with many teachers who might be interested in the innovative program offered by PIA. If necessary, they will also recruit through ASU and other schools of education, Teach for America, education job fairs, and digital listings (Section C.3, p. 3). During the Interview, the Principals also acknowledged the ongoing teacher shortage, and described how their model is designed to address it, with one master Multi-Classroom Leader per two-grade team (Capacity Interview 1:07:00), high-market salaries for classroom teachers, and a paraprofessional Learning Coach eligible for performance bonuses (Capacity Interview 1:09:00).

The 3-Year Operational Budget of PIA is based on 100% of enrollment, but includes additional funding from the AZCSP Grant awarded to the Applicant (3 years @ \$250,000 per year). These additional funds, the modest starting size and grade range, and the Principals' long association with the area give them confidence that they will be able to reach their enrollment goals. During the In-Person Interview, the Principals stated that if enrollment was far short of the target, one or both Principals, as experienced teachers, would move into the classroom, but that the enrollment tracking system they were developing with New School Venture Fund should reduce the likelihood of an unpleasant surprise in enrollment (Capacity Interview 18:35).

Analysis

The business plan meets the criteria for approval because all parts of the plan are detailed and show a solid understanding of the needs of the target population. The facilities plan includes three options within the target area that meet the space and budget requirements. The marketing and enrollment plan is detailed and comprehensive, and the personnel plan provides for a competitive recruiting package and detailed training schedule.

During the capacity interview, the Applicant team addressed TRP questions about starting with the middle

grades instead of lower grades (Capacity Interview 13:00). The Principals described how that is the age when, in their experience in the area, children start disengaging from school. The program of instruction the plan is aimed at addressing this disengagement. They also have many connections with parents and students at this grade level.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Erin Baril	Authorized Representative, Charter Principal	Yes
Ivette Rodriguez Marquez	Authorized Representative, Charter Principal	Yes
Kelli Kunkee	Governing Body Member	Yes
Susie Wissinger	Governing Body Member	Yes
Jade Bradfish	Governing Body Member	Yes

Analysis

The TRP finds that the Applicant has the range of knowledge, skills, and experience needed to open and operate a high quality school because the application is detailed and well written, and both of the Principals have extensive experience teaching at and leading schools serving the target population. They also demonstrated a deep understanding of, and commitment to, their plan, as well as effective collaborative leadership skills during the interview. The Governing Board members present also showed the range of experience and depth of enthusiasm to oversee and support the implementation of the proposal.

All sections of the application package are clear, well-written, detailed, and cohesive. The academic plan includes innovative elements that the team members have specifically planned to address needs they have seen in the past. Ms. Rodriguez Marquez has been a teacher, school administrator, and district Assistant Superintendent in the target area for 16 years. Ms. Baril also has 10 years of experience teaching and providing staff development under the leadership of Ms. Rodriguez Marquez. Both Principals demonstrated a thorough understanding of the plan, and could explain the purpose of each element persuasively.

The members of the Applicant team were engaged and knowledgeable during the capacity interview and were comfortable elaborating on all parts of the application. The TRP entered the interview with few concerns, due to the quality of the written application, and came away assured that the team has the capacity to effectively implement a program that could benefit the target population.

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

Applicant Group	Phoenix International Academy
Proposed School Name	Phoenix International Academy

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	Educational Philosophy				Technical Assistance / Comments	
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing 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	Meets the Criteria	
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.			1	Meets the Criteria	
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population.			1	Meets the Criteria	
A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission.			1	Meets the Criteria	
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria	
A.3 Total		0	0	5		
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments	
A.3.1a	Present clear criteria and conditions for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria	
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade-level promotion and retention consistent with A.R.S. 15-701.			1	Meets the Criteria	

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

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

A.5e	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):</p> <p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in subgroup populations. <p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> integrating curriculum into instruction consistently, and implementing the curriculum with fidelity to the design of the curriculum and program of instruction. <p>iii. Evaluation of curriculum to include;</p> <ul style="list-style-type: none"> gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, using criteria to clearly measure instructional quality, and disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. <p>iv. Adapted to meet the needs of subgroups.</p> <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. <p>v. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration. 			1	Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> determining what PD topics will be covered throughout the year and deciding what data and analysis will be used to make those decisions. <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support and allocating resources such as time, space, and the necessary material items required for implementation. <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation. <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups. 			1	Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.K-2	K-2 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.K-2a	<p>Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics.</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, and Mathematics.

A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 7. Remediation : Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, and Mathematics.
A.6 Total		0	0	7	
A.6.3-5	3-5 Grade Span Instructional Analysis	F	A	M	Technical Assistance/Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction : Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.

A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria Reading, Writing, Mathematics, and Science.
A.6.3-5 Total		0	0	7	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.6-8 Total		0	0	7	
Part A Sub Total		0	0	55	
Part B	Operational Plan				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria

B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	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.1 Total		0	0	8	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies that result in selecting a governing body qualified to fulfill its responsibilities.			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria
B.2 Total		0	0	5	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school.			1	Meets the Criteria
B.3b	Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Information System (SIS).			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities.			1	Meets the Criteria
B.3d	Be consistent with all sections of the application package.			1	Meets the Criteria
B.3 Total		0	0	4	
B.3.1	Education Service Providers	F	A	M	Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: • allows the Applicant to fulfill its mission and implement its program of instruction, and • meets the identified needs of the target population including improving pupil achievement.				NOT APPLICABLE

B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population.				NOT APPLICABLE
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				NOT APPLICABLE
B.3.1d	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				NOT APPLICABLE
B.3.1e	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				NOT APPLICABLE
B.3.1f	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				NOT APPLICABLE
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				NOT APPLICABLE
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				NOT APPLICABLE
B.3.1 Total		0	0	0	
B.3.2	Contracted Services	F	A	M	Technical Assistance / Comments
B.3.2a	Delineate all areas, for which the Applicant plans to contract with a service provider.			1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria
B.3.2c	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria
B.3.2d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria
B.3.2 Total		0	0	5	
Part B Sub Total		0	0	22	
Part C Business Plan					
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page.			1	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package.			1	Meets the Criteria
C.1c	(For a planned location only): Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	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	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria

C.1 Total		0	0	6	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Revised Submission 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	Meets the Criteria
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year. 			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria
C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	Meets the Criteria
C.3e	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Revised submission addresses criteria, but lacks sufficient detail in: Ensuring Executive Director's salary and benefit costs as described in the narrative are accounted for in the Three Year Operational Budget and consistent with the Budget Assumptions.
C.3 Total		0	1	4	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Revised Submission 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	Revised Submission 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.				NOT APPLICABLE
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria
C.5 Total		0	0	7	
	Part C Sub Total	0	1	31	
Grand Total	Parts A, B, and C	0	1	108	
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				