

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

Valor Preparatory Academy

Submitted by

Valor Preparatory Academy, LLC

Report Summary

Recommendation:					Approve	
Applicant Name:		Valor Preparatory Academy, LLC				
Proposed School Name:		Valor Preparatory Academy				
Grades Served Year 1:	6 th – 9 th	Grades Served Year 2:	6 th – 10 th	Grades Served Year 3:	6 th – 11 th	
Location:	Goodyear, AZ					
Mission Statement:	Valor Preparatory Academy’s mission is to provide every student, no matter how they learn or regardless of their academic background an educational experience that values a blended approach using teacher facilitated instruction, digital curriculum and technology to develop Arizona college and career ready citizens into contributing members of the community, one in which excels in collaboration, critical thinking and show competency in mastery of the Arizona State Standards.					

Section Scores

A substantively complete application package meets the following scoring requirements:

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

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	89%	Yes	98%
Operational Plan Score ≥ 95%?	No	82%	No	90%
Business Plan Score ≥ 95%?	No	91%	Yes	97%

In-Person Interview Summary

All members of the corporate board and school governing board were present for the Capacity Interview. These individuals, along with their titles, are listed below:

Andrew Szczepaniak – Authorized Representative, Proposed School Leader

Scott Barker – Charter Principal, Member School Governing Board

Troy Wallin – Charter Principal, Member School Governing Board

Damian Creamer – Charter Principal, Member School Governing Board

Ryan Shook – Charter Principal

The bulk of the questions were answered by Mr. Szczepaniak, Mr. Shook and Mr. Creamer, although each individual participated when direct questions were asked of them or when the question was within their

area of expertise. The TRP originally had concerns with the tracking of hours that a student actually attends school, since some of the students will be working mainly from home, and how the board will prevent a conflict of interest in the choice of online curriculum given the fact that Mr. Creamer is the founder of StrongMind, which operates the online curriculum mentioned in the application. During the Capacity Interview, the Applicant was able to successfully address these two particular items. Mr. Creamer and Mr. Barker were responsible for the conflict of interest question and addressed it by referencing the Conflict of Interest Policy. Additionally, Mr. Barker indicated that there would be a “disinterested curriculum committee” that is ultimately in charge of the selection, (Capacity Interview part 2, 26:41 – 27:25 and Section A.5 Revised, Pages 2 – 5). The tracking of student hours was explained both through the lens of the required number of hours per school year each grade level must attend, and the software which the students use to do coursework. A student will login to the online software program and if they are not actively working, the software will automatically log them out of the program. The total number of active minutes are recorded within the software program.

In the closing statement, Mr. Creamer discussed the capacity of both the corporate and school governing boards to carry out the mission of this charter school. He is the originator of this blended learning plan so he recruited people with necessary skill sets to be a part of the organization. This recruitment will continue after the charter school is operational to find additional people with the needed skill sets to help carry out the mission, (Capacity Interview Part 2, 59:01). Mr. Shook discussed the capacity of the entire team as being able to execute the plan with the assistance and financial support from the corporate board. Each team member is knowledgeable of specific sections of the application and is prepared to work diligently to make the school successful for the students in Goodyear.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Valor Preparatory Academy, LLC be approved because the application is well written and the team demonstrated through the Capacity Interview that they have the capacity to open and operate this charter school. The educational plan is well written with sufficient time for teachers and staff to monitor students and their progress in the curriculum, while providing an innovative system for students to progress through their middle and high school years of education. The operational plan presents delineated roles and responsibilities for each team member from the Corporate Board to the teaching assistants. Measures are in place to prevent conflicts of interest and to ensure the charter school has all necessary tools to be successful. The business plan defines a chosen location for the new charter school based on demographics and infrastructure. A well thought out personnel plan provides the charter school with sufficient staff members to meet the varying needs of the student population. A conservative budget provides for the needs of the students, teaching staff and general operations with an ample amount of carryover each school year.

The educational plan presents an innovative, well defined blended learning experience for students, that is aligned to the state standards. Teachers will work with students at the school campus during the week based on the tiered level in which the students are placed and students will work from home all other times. The placement level is determined by the amount of support the student needs. Teachers are provided time for collaboration to discuss student specific needs and curriculum specific needs. Galileo benchmarking exams will be used to monitor student’s overall progress in meeting the state standards.

The operational plan has a well-defined organizational structure. At present, the corporate board is the acting school board, but this structure will be altered after the school receives approval to open. This change will include board members from diverse backgrounds that can further support the development of the charter school, (Capacity Interview Part B, 39:59- 43:00). Roles and responsibilities are defined along with a concise organizational chart that will enable everyone involved in the charter school to understand their position.

The business plan presents a conservative budget that includes sufficient funding for the supplies and materials that will be needed to operate this blended learning model. The marketing strategies are clear and concise to recruit the needed number of students. The Applicant will offer a highly competitive teaching salary in hopes of recruiting individuals that have experience in the online/blended learning environment. Funding will also be provided by the non-profit for materials that are needed for students to be successful in this program, (Capacity Interview Part B 03:24 – 04:28).

Educational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Educational Plan Score \geq 95%?	No	47	Of	53	Yes	52	of	53
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	6				1			

Plan Summary

The applicant will serve students in grades 6 – 12 in Goodyear, AZ. The proposed charter school is targeted towards students who “aren’t finding the right option with the more traditional school.”(Section A.1 page 12). By providing the opportunity for a blended learning model with student work occurring both at home and in school, the Applicant will meet educational and lifestyle needs of these students. Using a traditional school calendar with options for additional assistance provided during intercessions, students will have the opportunity for success. The curriculum is developed to be accessed online and supported in person by teachers. This is the blended learning model that the Applicant hopes will allow students to find their needed school setting.

Analysis

The educational plan meets the criteria for approval because the Applicant has outlined an educational program that is based on 20 years of experience with an online charter school and has provided multiple options for middle and high school students to complete their education based on their individual needs. The target population is the City of Goodyear, AZ. The strategic focus of Goodyear’s City Council includes ideals that align to the philosophy of the proposed charter school, namely a strong sense of community,(Application Section A.2 page 3). This reason, along with the easy access to Goodyear with its close proximity to freeways and the presence of many high tech use industries, that have located businesses in this part of the Valley, make Goodyear an excellent selection for this proposed charter school, (Application Section A.2 page 3).

A concern of the TRP when reading the application was the tracking of student attendance hours in order to

meet the state requirements. It was not clear how the time spent at home doing school work is going to be accounted for. The Applicant explained during the Capacity Interview that the online system counts the time the student is engaged. When a student is logged on, but not actively working, the system will log them off, stopping the counting of engaged hours. Additionally, all final exams are taken at the blended learning center. If there is a discrepancy between the exam grade and the grades earned through working on the curriculum online, the teacher will investigate, (Capacity Interview Part B 20:14 – 21:00 and 07:16 – 09:30). Additionally, teachers can compare face to face interactions with students to their online work and address any discrepancies found in the quality of these encounters.

Based on a tiered level approach, placing students based on the amount of in person support needed, will allow teachers the opportunity to work with students at their level. During the school year students are moved between levels based on their progress or lack thereof. The school day is structured such that students may attend on campus instruction for only the amount of time needed for their success. The school building is designed so that student collaboration can occur as well, providing quiet spaces for students to work individually. The school calendar is based on 184 instructional days and 1,104 hours of instruction, meeting the state requirements.

Students will participate in benchmark testing through ATI Galileo. This testing program is aligned to state standards and will assist teachers in determining whether or not the student is receiving the proper amount of support or is in need of an adjustment to their tiered level. Through the scheduling of bi-monthly professional development days, the teachers will have the opportunity to dive deeply into the data provided by these exams to ensure each student is placed correctly, (Capacity Interview Part B 27:25 – 29:31).

The TRP had initial concerns regarding accessibility to the online curriculum from home if the student did not have a computer or internet access. During the capacity Interview it was noted that any student who did not have the required tools to participate in the program would be provided a Chrome Book, reimbursed for internet services, and given a bus pass if needed. The Applicant team made it very clear that no student would be denied access to this program based on the inability of the family to provide needed tools.,(Capacity Interview part B 03:24 – 04:28).

Operational Plan

	Preliminary TRP Scores				Revised TRP Scores			
Operational Plan Score ≥ 95%?	No	18	of	22	No	20	of	22
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	4				2			

Plan Summary

The corporate board and the school governing body are the same during the planning phases of the charter school. Once the charter is approved the corporate board will recruit disinterested members for the school governing board from people with diverse backgrounds including academics, legal, parents and business owners. Once operational, the corporate board will be focused on their mission of offering educational opportunities to students, (Capacity Interview Part B 45:00 – 46:45). The organizational structure includes the parent company, Primavera Technical Learning Center, a 501c(3), as its the board of directors. Next is the Valor Preparatory School Board, followed by the Executive Director(ED)/Principal with all staff members

answering directly to the ED/Principal. Outside services will be utilized for payroll, employee benefits, informational technology services for network installation, legal services, student information system marketing, custodial, audit services, and copy/prINTER leases.

Analysis

The operational plan approached the criteria for approval because the section did not provide a clear understanding of the function of the corporate board, the school governing board. However, the section provides a clear outline of the roles and responsibilities of the Principal, and Assistant Principal, providing each individual with a clear expectation of their role within the charter school.

There was initial concern about the relationship between the corporate and school boards and the perception of conflicts of interest between a Charter Principal, Mr. Creamer, with regards to the use of online curriculum developed by him within the last 20 years. In the Capacity Interview the Applicant successfully and explicitly explained the corporate structure to the satisfaction of the TRP including the use of the online curriculum. Board member Barker explained it very well during the Capacity Interview, “The nonprofit is not Damien (Mr. Creamer). The work of the Corporate Board will continue with or without Damien”,(Capacity Interview Part B 45:00 – 46:45). The Applicant has capacity to execute this plan with members representing the legal, business, finance, and educational fields.

The Applicant has current board members with experiences that will benefit the operation of the charter school; legal, investment, technology, back office support, and education. With over 20 years of experiences working within an online educational delivery system, the Applicant is well versed on the technicalities of making this program successful as a component of the blended learning model. The non-profit board has committed a substantial amount of financial resources to the success of the charter school. As stated by Mr. Shook during the closing statement, “there is a great team in place with financial support to allow us to capture student’s needs in one place.” (Capacity Interview Part B 59:01 – 1:03:00)

The corporate board is staged to begin recruiting for new board members when the application is approved. These new board members will be recruited based on their life experiences and the ability to bring a wealth of expertise to the operation of the charter school. Individuals will be recruited from Maricopa County to support the areas of education, finance, business, technology, and will include parents if possible.

Outside vendors will be utilized for areas of operation that do not require full time support and for components of the program that are sometimes difficult to acquire, such as special education support. Each area of need is explained with a source for services noted as well as the costs associated with the service, (Application Section 3.2 pages 1 - 7).

Business Plan

	Preliminary TRP Scores				Revised TRP Scores			
Business Plan Score \geq 95%?	No	29	of	33	Yes	32	of	33
Number of "Falls Below" ratings	0				0			
Number of "Approaches" ratings	4				1			

Plan Summary

Proposed Location: The approximate address of the new building is:
2840 N. Dysart Road
Goodyear, AZ 85395

Facilities Requirements: Facilities will include a large library space where students can work collaboratively (1050 square feet), a computer lab and two classrooms, one of which will be a wet lab that can be used for small groups and for lab demonstrations. Outside space will be provided for students to utilize as needed for group work or for building relationships with other students while having a break or downtime, thereby supporting the sense of community the Applicant is hoping to establish.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	200	315	425
Total Revenue:	200,000.00	1,333,697.70	2,179,234.72	3,090,205.74
Total Expenditures:	168,751.30	1,333,697.98	1,871,746.00	2,588,860.85
Ending Balance:	31,248.70	124,058.72	307,488.74	501,344.89

The business plan includes a location in Goodyear, Arizona. Building documents are currently under review by the city of Goodyear. The facility is designed to promote student collaboration as well as a sense of community within the school and neighborhood. It is also located adjacent to a freeway and along a major transportation route. The timeline assures the facility will be ready for operation when the 2019-2020 school year begins, if the application is approved. Enrollment is expected to steadily increase over the first three years of operations as one grade level is added each subsequent year. A marketing plan is in place with these efforts financially supported by the corporate board. The recruitment plan is well defined to secure qualified school staff. Job descriptions and salary information are provided and potential avenues for finding teachers are discussed. The staffing plan is sufficient for the operation of the instructional program. The budget is conservative and allows for a significant amount of carryover monies from one year to the next. Basing this budget on 92% enrollment of the projected student population for each of the first three years of operation, will provide for those situations when one grade does not have the number of projected students.

Analysis

The business plan meets the criteria for approval because of the information provided in this section of the application. A location is secured and a facility is in progress, marketing strategies are outlined and financially supported, the personnel plan is well defined and adequate for the projected student population, and the budget is balanced and provides for the variety of needs for the program of instruction.

The Applicant has secured a building for the new charter school that is designed specifically for this type of learning environment. With wide open learning spaces, as well as specialty spaces such as a computer lab

and wet lab for science experiments, the charter school will develop a sense of security and community within the walls of the school. The location of the new build will afford students the chance to ride city busses to and from school with bus passes being provided by the school,(Application Section C1, Page 8). The lease arrangement with the non-profit corporation is designed to allow the charter school to have possession of the building that will house the anticipated long term enrollment numbers without having to start in a smaller space and then move into a larger space as enrollment demands increase.

With a marketing plan that is well outlined in order to attract students, the charter school has a good chance of meeting the enrollment targets. With social media presence and direct mail flyers to both parents and students, the charter school hopes to attract the type of student that has not found success in a traditional school setting. Additionally, the Applicant has begun to build community awareness and interest in the new offering. Because the charter school is a blended model, the community will need to be educated as to what this actually looks like from a student’s perspective as well as how this model can benefit students, (Application Section C2, Page 3).

Personnel needs are sufficient for the proposed school schedule along with the number of expected students that will need in person assistance based upon their academic tiered level placement. The Applicant is able to offer highly competitive salaries that will, hopefully, attract teachers that are experts working within the blended learning delivery model. Job descriptions are provided for each staff position making it clear as to the roles and responsibilities of each.

The budget is balanced with an ample amount of carryover funding for each school year. Within the budget narrative, an explanation is given as to the type of equipment required for this model. As outlined in Section C1, great thought has been given as to the type of furnishings that will be used to promote the needs of the students, such as horseshoe shaped tables to promote collaboration.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Andrew Szczepaniak	Authorized Representative, Proposed School Leader	Yes
Scott Barker	Charter Principal	Yes
Damian Creamer	Charter Principal	Yes
Troy Wallin	Charter Principal	Yes
Ryan Shook	Charter Principal	Yes

Analysis

The Applicant, through both the application process and the Capacity Interview, has demonstrated that it has the experience, knowledge and leadership capacity to open and operate this charter school. Through the relationship with Primavera Technical Learning Center and the board of directors, the Applicant has access to many years of experience within an online curriculum and the presence of a non-profit entity that is willing and able to provide for the ongoing needs of the students that attend this charter school. Through the purchase of chrome books, internet access and bus passes, the non-profit indicates a

knowledge of the community and its needs, as well as a willingness to support these students in their endeavors to become contributing members of society.

The school leader brings over 25 years of educational experience with him to support the academic program. Additionally, Mr. Shook has many years of experience providing back office support to charter school in California, (Capacity Interview 8:46 – 11:45). Together, these two individuals have the leadership capacity to monitor both the success of the educational program and the compliance within both operations and finance.

Throughout the Capacity Interview, the passion for the success of this particular charter school was evident from the entire interview team. With the collective life experiences of these individuals, the TRP is confident that this charter school will meet the goals for both the students and the community.

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

Applicant Group	Valor Preparatory Academy, LLC
Proposed School Name	Valor Preparatory Academy

REVISED APPLICATION RATINGS						
Part A	Educational Plan	F	A	M	Technical Assistance / Comments	
A.1	Educational Philosophy					
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be.			1	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.			1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit.			1	Meets the Criteria
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of the course State assessments.			1	Meets the Criteria
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrate alignment to the Program of Instruction.			1	Revised Submission Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.			1	Meets the Criteria
A.3.2 Total		0	0	5	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard or extended) pursuant to A.R.S. 15-901.			1	Meets the Criteria
A.4b	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays and additional days off.			1	Meets the Criteria
A.4c	School calendar clearly demonstrates compliance with A.R.S. 15-341.01.		1		Revised submission addresses the criteria, but lacks sufficient detail in: Clearly demonstrating that the school calendar is in compliance with A.R.S. 15-341.01, specifically in monitoring the number of instructional hours that a student attends school.
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	1	4	
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	Revised Submission 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	Revised Submission Meets the Criteria
A.5f	<p>Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV):</p> <p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> determining what PD topics will be covered throughout the year and deciding what data and analysis will be used to make those decisions. <p>ii. Supporting high quality implementation;</p> <ul style="list-style-type: none"> supporting high quality implementation of PD strategies by providing support and allocating resources such as time, space, and the necessary material items required for implementation. <p>iii. Monitoring implementation and follow-up;</p> <ul style="list-style-type: none"> monitoring that the strategies learned in professional development are implemented, and following up with instructional staff regarding levels of implementation. <p>iv. Adapted to meet the needs of subgroups;</p> <ul style="list-style-type: none"> determining what topics are addressed during PD to meet the needs of subgroups. 			1	Revised submission Meets the Criteria
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria
A.5j	Be consistent with all sections of the application package			1	Meets the Criteria
A.5 Total		0	0	10	
A.6.6-8	6-8 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.6-8a	<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.6.6-8b	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	
A.6.9-12	9-12 Grade Span Instructional Analysis				Technical Assistance/Comments
A.6.9-12a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning target.			1	Meets the Criteria in Reading, Writing, Mathematics, and Science.
A.6.9-12c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.			1	Meets the Criteria in 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	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	1	52	
Part B	Operational Plan				
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart.			1	Meets the Criteria
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant, and any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual.			1	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package.			1	Meets the Criteria
B.1 Total		0	0	8	
B.2	Governing Body	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body as per A.R.S. §15-183 (E)(8).			1	Meets the Criteria
B.2b	Clearly indicate if the corporate board for Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria
B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission.			1	Revised submission addresses the criteria, but lacks sufficient detail in: Providing a description of the school governing body's capacity to fulfill its requirements and support the school mission.
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 addresses the criteria, but lacks sufficient detail in: Ensuring consistency with section Bylaws of the application package regarding the number of directors on the school board.
B.2 Total		0	2	3	
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	Revised submission Meets the Criteria
B.3.2 Total		0	0	5		
Part B Sub Total		0	2	20		

Part C	Business Plan	F	A	M	Technical Assistance / Comments
C.1	Facilities Acquisition				
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.				NOT APPLICABLE
C.1c-a	(For an already acquired facility, purchased land or proposed build only) Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.			1	Meets the Criteria
C.1c-b	(For an already acquired facility, purchased land or proposed build only): Describe any financial arrangements that have been made for securing the facility.			1	Meets the Criteria
C.1c-c	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria
C.1c-d	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria
C.1c-e	Be consistent with all sections of the application package.			1	Meets the Criteria
C.1 Total		0	0	7	
C.2	Marketing and Student Enrollment	F	A	M	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page.			1	Meets the Criteria
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan.			1	Meets the Criteria
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements and documents required in the enrollment packet.			1	Meets the Criteria
C.2g	Describe the enrollment procedures compliant with A.R.S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school.			1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined.			1	Meets the Criteria
C.2 Total		0	0	8	
C.3	Personnel	F	A	M	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.			1	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> the grades and number of students to be served in each of the first three years of operation, and the number of each type of instructional and non-instructional personnel each year. 			1	Meets the Criteria
C.3c	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria

C.3d	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.			1	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	Revised Submission Meets the Criteria
C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	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.				NOT APPLICABLE
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Revised Submission 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	Revised Submission 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		Revised submission addresses criteria, but lacks sufficient detail in: Ensuring consistency with section C.5 of the application package regarding the offering of special education services.
C.5 Total		0	1	6	
	Part C Sub Total	0	1	32	
Grand Total	Parts A, B, and C	0	4	104	
SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below				
	More than one scoring area in each section scored Approaches				
	Educational Plan Meets 95% Test				
	Operational Plan Fails 95% Test				
Business Plan Meets 95% Test					
CONCLUSION	Fails to Meet the Criteria, Therefore Substantively Incomplete				