

Grade Level Change to Charter Amendment Request

Purpose

The *Grade Level Change to Charter Amendment Request* is used to increase or decrease the grade levels the Charter Holder is approved to serve. The request must be submitted timely so that it may be processed within the timeframe provided in Rule and implemented before the beginning of a school year. If the school year has started or will start prior to the request being considered by the Board, an amendment request may not be submitted for implementation in the current fiscal year. A change in grades served is not effective until approved by the Board.

Determining Eligibility

To determine whether your charter is eligible to expand (**increase** grades served) using the Amendment Process, review the academic performance of the school(s) currently operated by the Charter Holder. The expansion process is open to any charter holder if 75% or more of its schools eligible to receive an Overall Rating have an Overall Rating of “Meets Standard”, “Above Standard”, or “Exceeds Standard” in the most recent year.

Any charter holder is eligible to submit a Grade Level Change to Charter Amendment Request to **decrease** the grade levels the Charter Holder is approved to serve.

Board Consideration

A substantively complete amendment request submitted by a charter holder that meets the eligibility criteria shall be placed on the agenda of a regular Board meeting. A finding that the Charter Holder is not in compliance in one or more operational areas (see page 5 of The Guide) may result in a delay in consideration of the request. The most current academic data will be provided to the Board for its consideration of the amendment request.

Staff Recommendation

A *Grade Level Change to Charter Amendment Request* for an increase in grades served will receive a staff recommendation for the expansion if the Charter Holder’s current data and performance demonstrates all of the following criteria.

Charter Holder has been in operation for three years;

Rating of “Meets Operational Standard” in the most recent Fiscal Year;
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Rating of “Meets Financial Performance Standard” in the most recent Fiscal Year;
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Previous grade level cohort(s) is/are at capacity and/or could fill enrollment for new grade(s) requested;
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ADM is within 85% of current enrollment cap; and
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Each school operated by the Charter Holder performs at or above the average performance of a majority of schools within a five mile radius of the school’s location,
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OR

Each school offers a unique program of instruction within a five mile radius of the school's location.

Instructions for the Request

Work through the form, filling in all required fields and uploads (denoted by "*"). Follow the instructions for each upload field. Be sure to save your work, even if you aren't prepared to submit your form, so that you do not lose your data.

Form Fields

Field	Instructions
Current Grade Levels Served	Confirm that the <i>Current Grade Levels Served</i> accurately identifies the grade levels approved for the charter contract. If not, contact Board staff.
New Grade Levels Served*	Identify the grades to be served after approval of the request. This includes the current grades served, and the new grades that are requested.
Effective Date*	Enter the proposed first day of school for the new grade configuration.

Attachments

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the administrative and substantive completeness requirements starting on page 3 of these instructions.

Curriculum Samples

Charters in which **all** schools have received an Overall Rating of “Exceeds Standard” or “Above Standard” will not be required to submit curriculum samples.

Charters in which one or more schools **have not** received an Overall Rating of “Exceeds Standard” or “Above Standard” will be required to provide a complete set of curriculum samples for each grade to be added.

Upload curriculum samples for each grade level being requested, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 7 of these instructions.

Board Minutes*

Upload evidence that the proposed change has been approved by the Charter Holder.

Narrative*

Upload a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how administrative, instructional, and non-instructional staff will be:
 - Recruited;
 - Hired; and

- Trained.
- If changes to staffing are not needed, provide an explanation.
- (Increase Only) Provide a justification for the enrollment targets identified in each Enrollment Matrix submitted.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Adding Grades K–8 Only) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (Adding Grades 9–12 Only) Describe the following:
- Course offerings;
 - Process and criteria for awarding course credit;
 - Policy on acceptance of transfer credit; and
 - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
- (Decrease Only) Identify the number of students displaced by the decrease in grade levels.
- (Decrease Only) Describe the plan to communicate the decrease in grades to the school community.
- (Decrease Only) Describe the plan to provide displaced students assistance with the following:
- Identifying other educational options; and
 - Enrolling in another school.

Additional Information

Upload each of the following documents:

- (Increase Only) Enrollment Matrix
 - Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- (Increase Only) Staffing Chart
 - Complete for each school operated by the charter, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.

Administrative Completeness Review

An administratively complete request includes the following:

- Curriculum Samples (Increase only) for each grade in which the Charter Holder is requesting expansion. See Curriculum Sample Instructions and Template beginning on page 7 of these instructions.
- Board Minutes
- Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with ASBCS
- Narrative, addressing all prompts

- Completed Enrollment Matrix for each school operated by the Charter Holder (Increase only)
- Completed Staffing Chart for each school operated by the Charter Holder (Increase only)

Substantive Completeness Review

The following checklist will be used to determine substantive completeness for this request. Each criterion (if applicable) will either be deemed acceptable or not acceptable.

Evaluation	Criteria
Board Minutes	Board Minutes that: <ul style="list-style-type: none"> <input type="checkbox"/> Indicate that the request has been approved by the appropriate board and is consistent with the submitted form
Rationale (Narrative—Increase and Decrease)	Description includes the following: <ul style="list-style-type: none"> <input type="checkbox"/> Rationale for increase or decrease in grade levels; and <input type="checkbox"/> Rationale is consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Chart (Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> Completed Staffing Chart(s) is/are provided for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) include a leadership section for the school(s) operated by the Charter Holder <input type="checkbox"/> Staffing Chart(s) is/are consistent with information contained in all applicable narrative prompt responses and accompanying attachments.
Staffing Plan (Narrative—Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> Plan describes changes to administrative, instructional, and non-instructional staff in the Staffing Chart(s). <input type="checkbox"/> Staffing, enrollment, and target population needs are addressed by the following processes: <ul style="list-style-type: none"> <input type="checkbox"/> Recruitment; <input type="checkbox"/> Hiring; and <input type="checkbox"/> Training. <input type="checkbox"/> If no changes to staffing, the plan describes why there are no needed changes. <input type="checkbox"/> Staffing Plan is consistent with the information contained in all applicable narrative prompt responses and accompanying attachments.
Enrollment Matrix (Increase Only)	<ul style="list-style-type: none"> <input type="checkbox"/> An Enrollment Matrix is completed for the current and subsequent three Fiscal Years for each school operated by the Charter Holder. <input type="checkbox"/> Each Enrollment Matrix is consistent with information contained in all applicable narrative prompts and accompanying attachments.

<p>Enrollment Justification (Narrative—Increase Only)</p>	<p>Justification for each Enrollment Matrix includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for meeting each year’s enrollment targets <input type="checkbox"/> Necessary advertising and/or promotion (if applicable) <input type="checkbox"/> Number of returning students <input type="checkbox"/> Anticipated new student enrollment <p><input type="checkbox"/> Enrollment Justification is consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p>Resources (Narrative—Increase Only)</p>	<p>Concrete resources are identified for the following areas:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum; and/or <input type="checkbox"/> Assessment; and/or <input type="checkbox"/> Instruction. <p><input type="checkbox"/> Rationale includes why these resources are needed, or why additional resources are not needed to implement the request.</p> <p><input type="checkbox"/> Identified resources are consistent with information contained in all applicable narrative prompts and accompanying attachments.</p>
<p>Clear Criteria for Promotion (Narrative—Adding Grades K–8)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear criteria for promotion from one grade level to the next <ul style="list-style-type: none"> <input type="checkbox"/> Level of proficiency students must obtain to demonstrate mastery of academic core content.
<p>Courses (Narrative—Adding Grades 9–12)</p>	<p>Narrative describes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course Offerings; <input type="checkbox"/> Process and criteria for awarding course credit; <input type="checkbox"/> Policy on acceptance of transfer credit; and <input type="checkbox"/> Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
<p>Student Displacement (Narrative—Decrease Only)</p>	<p><input type="checkbox"/> Narrative identifies the number of students displaced by the decrease in grade levels.</p>
<p>Communication Plan (Narrative—Decrease Only)</p>	<p><input type="checkbox"/> Narrative includes a description of the Charter Holder’s plan to communicate the decrease in grade levels to the school community.</p>

Assistance for Displaced Students (Narrative—Decrease Only)	Narrative includes a description of how the Charter Holder will assist displaced students with the following: <ul style="list-style-type: none"><input type="checkbox"/> Identifying other options; and<input type="checkbox"/> Enrolling in another school.
Curriculum Samples (Increase Only)	See Criteria for Substantive Completeness in the Curriculum Sample Instructions and Template on page 10 of these instructions.

Curriculum Sample Instructions and Template

Who needs to use this form?

Charter holders with one or more schools that did not receive an Overall Rating of “Exceeds Standard” or “Above Standard” for the most recent fiscal year in which State achievement profiles are available.

Why?

Curriculum samples provide a representation of a program of instruction aligned to Arizona’s College and Career Ready Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter Holder to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4th and/or 8th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

Reading—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10.

Writing—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**).

Mathematics—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter Holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

Science—A Science curriculum sample must be submitted for charters requesting addition of 4th and/or 8th grade. Each Science curriculum sample must identify one performance objective (PO) from a Science strand (Strands 3–6 only). Strands 1 and 2 (Inquiry Process and History and Nature of Science) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

(M) 3.NF.2:	<u>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u>
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter Holder is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	<u>(M) Provide reasons that are supported by facts and details.</u>
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	<u>(M) Provide a concluding statement or section related to the opinion presented.</u>

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona's College and Career Ready Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by Arizona's College and Career Ready Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> Each curriculum sample must be no more than 8 pages total. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> The attached Curriculum Sample Template must be used for all curriculum sample submissions.
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> Fonts must be no less than 10 point.
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> The curriculum sample must identify the grade level of that sample.
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> The curriculum sample must identify the content area of that sample.
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> The course title must be provided.
<input type="checkbox"/>	<p>Alignment to Program of Instruction</p> <ul style="list-style-type: none"> Describe how the instructional methods found in the lesson(s) align to the Program of Instruction described in the charter contract and as amended.
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> Include Standard number. If lesson(s) address(es) more than one standard or standard includes multiple components, refer to What standards may be used? or What about standards with several components? above. The focus of review is designated with the bolded (M). Reading: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10. Writing: one standard from the Writing strand (Text Types and Purposes only—W.1, W.2, or W.3). Mathematics: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter Holder will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). Science: one performance objective (PO) from a Science strand (Strands 3–6 only)
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	Instructional Strategies <ul style="list-style-type: none"> Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
<input type="checkbox"/>	Student Activities <ul style="list-style-type: none"> Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
<input type="checkbox"/>	Summative Assessment Items <ul style="list-style-type: none"> Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
<input type="checkbox"/>	Summative Assessment Items <ul style="list-style-type: none"> Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
<input type="checkbox"/>	Program of Instruction <ul style="list-style-type: none"> Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Program of Instruction outlined in the charter contract and as amended.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level		Content Area	
Course Title (grades 9–12 Only)			
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>			
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>			
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		
S.A.	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.