AGENDA ITEM: NEW CHARTER APPLICATION – HIGHLAND PREP

Highland Prep submitted a complete new charter application package to serve grades 9-12 for the Board's consideration. The revised application package meets the minimum scoring requirements set by the Board for the 2016-2017 application cycle.

REPORT SUMMARY

Applicant Name: Highland Prep

Authorized Representative Name: Dr. Kerry Clark

Proposed School Name: Highland Prep

Proposed School Location: Near Litchfield Road and Buckeye Road in Goodyear

Mission Statement

Highland Prep is a Science, Technology, Engineering, and Math (STEM) college-preparatory high school. Highland Prep features a rigorous academic program with an emphasis on 21st century preparation defined by critical thinking and inquiry learning. Highland Prep believes in tying course content to interrelated themes to increase relevance and application in the interest of preparing students to succeed in the future global arena.

Target Population

The target population includes high need population high school students in Goodyear. More than 22 percent of families within the target population are living at or below the poverty level and the median income is well below the state and national average. Over 66 percent of the target population is working teenagers and over 62 percent of students qualify for free and reduced price lunch. Within the target community, 77 percent of families fall into minority subpopulations and it is anticipated that 13 percent of the incoming students will qualify for ELL services and 11 percent will qualify for special education services.

Student Count

Year	Grades Served	# of Students
1	9	150
2	9-10	250
3	9-11	350

School Calendar
Standard, 182 days

Target Start Date
August 8, 2016

Application Package Scoring

	Preliminary TRP Scores		Revised TRP Scores	
Any **Falls Below the Expectations** ratings?	No		No	
Any section in which more than one evaluation area scored **Approaches**?	Yes		No	
		Percent Meets		Percent Meets
Educational Plan Score ≥ 95% Meet standard?	No	78%	Yes	98%
Operational Plan Score ≥ 95% Meet standard?	No	72%	Yes	96%
Business Plan Score ≥ 95% Meet standard?	No	90%	Yes	100%

The Technical Review Panel (TRP) provided the Applicant with written technical assistance based on its review of the preliminary written application package and the Applicant submitted a revised written application package prior to the in-person interview.

In-Person Interview Summary

During the in-person interview the Applicant responded to the questions regarding each Plan (Educational, Operational, Business).

The capacity interview adequately addressed questions of the TRP. Panelists included the school's Authorized Representative and proposed principal, Kerry Clark, and School Governing Body member Scott Kies. The TRP found no critical elements of capacity lacking with the Application. The interview focused on the evidence of capacity to open and operate Highland Prep.

The Applicant sufficiently addressed the TRP's questions regarding the Education Plan. The Authorized Representative, Kerry Clark, spoke to the need for the school in the cities of Goodyear and Buckeye stating, "77 percent of students are minority and have a 14 times greater chance of dropping out of high school." (Highland Prep Capacity Interview, 7:20) The Applicant sufficiently addressed questions regarding how the school will ensure the needs of at-risk students are met and have the opportunity to complete challenging coursework.

The Applicant sufficiently addressed the TRP's questions regarding the Operational Plan. The Applicant provided sound detail regarding professional development for teachers. The response included the use of daily classroom monitoring, observations and evaluations, professional learning communities, and feedback loops.

The Applicant sufficiently addressed the TRP's questions regarding the Business Plan. A question regarding the $45,000 revenue line in the three-year budget was explained by the Applicant to possibly come from "multiple sources" but personally guaranteed by Kerry Clark. (Highland Prep Capacity Interview, 45:00) School Governing Board member Scott Kies spoke to the challenges of opening and enrollment, noting the budget is based on 150 students but willing to make appropriate budget reductions if the enrollment is significantly lower.

Qualitative Analysis Summary

The TRP recommends the application for Highland Prep be approved because the Applicant presents a clear educational model benefitting students in the target community. The Applicant proposes to open Highland Prep, a "STEM College Preparatory experience for high school students in high school grades 9-12 who live in the city of Goodyear, Arizona as well as neighboring communities" (Educational Plan, A.2, p.1) .

The Educational Plan meets the standard for approval because the plan is cohesive and provides sufficient detail regarding the curriculum, instruction, and assessment of students. The well-researched curriculum includes a heavy focus on STEM coursework aligned with Arizona's College and Career Ready Standards. Solid instructional strategies are included and graduation requirements are in accordance with the State of Arizona's graduation requirements with six additional credits required. The Applicant details a student's path to earning academic credit and rationale for requiring additional credits for graduation.

The Operational Plan meets the standard for approval by providing an effective governance and school leadership structure as well as alignment of necessary personnel to critical responsibilities. The organizational structures for years one through three are clear and demonstrate the intent for lean, yet sufficient, staffing. The Applicant provides ample detail regarding the roles and responsibilities of the governing board. Satisfactory detail is provided regarding the Applicant's design of the administrative team, instructional team, office personnel, and student services. The Applicant understands the importance of building a talented and prepared new school staff.

The Business Plan meets the standard for approval including a satisfactory financial plan for the acquisition and opening of the Highland Prep facility, recruitment of students, and personnel plan. A balanced three-year budget (Business Plan, C.5, Three Year Operational Budget) reflects the requirements for implementing the school's academic and operational plans. Details of securing a facility present reasonable costs. A detailed advertising and promotion plan with multiple strategies is provided as well as a personnel plan addressing recruitment, hiring, and the training of new staff.

A. EDUCATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Educational Plan.

Plan Summary

A description of the educational philosophy notes critical thinking skills; college readiness; student exposure to science, technology, engineering, math, and advanced placement coursework; and education being personalized to each individual student (Educational Plan, A.1, p.1). The Applicant establishes the basis of its Educational Philosophy with research including the Ontario Principals Council and College Board. Highland Prep's commitment to ensuring all students must be prepared and ready for college is woven throughout the educational philosophy.

The curricular framework includes a heavy focus on STEM (Science, Technology, Engineering, and Math) coursework described by the Applicant as necessary and reflective of changing work force needs (Educational Plan, A.2, p.5). Advanced Placement (AP) coursework is also noted as part of the school's "rigorous curriculum" (Educational Plan, A.2, p.5) citing a 2007 statistic from College Board: "students who participate in the AP curriculum have increased high school graduation and college completion rates."

The Applicant provides detail regarding the use of formative instruction and assessment (Educational Plan, A.2; p.7). The program of instruction provides greater detail regarding Highland Prep's core content curriculum alignment with the Arizona College and Career Ready Standards as well as "measuring student's status with respect to curricular outcomes" (Educational Plan A.3, p.6) through summative assessments.

Academic Systems Plan

The Academic Systems Plan (ASP) for new Applicants is for the purpose of ensuring the school's essential systems are in place and appropriate for providing a quality education for each student it serves through the creation of a comprehensive, sufficiently detailed and implementable plan in the Areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. It is also intended to focus the school on meeting the Board's Academic Performance Expectations.

The Applicant submitted an ASP that met the criteria in all areas except for the professional development system. For more detailed information, see the Scoring Rubric (presented in the application portfolio: B. Scoring Results).

Curriculum Samples

Curriculum samples were provided for grades 9-12. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-).

Grade	Math	Reading	Writing	Science
9	+	+	+	+
10	+	+	+	
11	+	+	+	
12	+	+	+	

Educational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Educational Plan Score ≥ 95% Meet standard?	No	40 of 51	Yes	50 of 51
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	11		1	

Analysis of Educational Plan

The Educational Plan meets the standard for approval because a cohesive plan is presented with sufficient detail regarding the educational philosophy, target population, curriculum, instruction, assessment, and exit standards for students. The Applicant's educational philosophy is grounded in research including support of its member's philosophical beliefs through a quote from the Ontario Principal's Council (2009): "[…] creativity, innovation, thinking, problem solving, communication, and collaboration are key skills that will characterize students who are prepared for the 21st century." (Educational Plan, A.1, p.1) Highland Prep supports high student expectations with the intent that a high percentage of students will participate in honors classes, advanced placement curriculum, and will meet four-year college prerequisites.

The Applicant proposes to open Highland Prep, a "STEM College Preparatory experience for high school students in high school grades 9-12." The need for the school, "intended for students living in the city of Goodyear, Arizona as well as neighboring communities" (Educational Plan, A.2, p.1) is supported by research and data including an economic profile of the community and high school dropout rates. The plan also includes a description of the target community having a "22.8 percent poverty level" with "66.1 percent of the population 16 years and older in the labor force (A.2, p.1)."

The Highland Prep curriculum includes a heavy focus on STEM (Science, Technology, Engineering, and Math) coursework aligned with Arizona's College and Career Ready Standards. The TRP found the curriculum to be well-researched with alignment from grade to grade. The Applicant provides good detail regarding pre-advance placement curriculum materials in core content areas and addresses the school's instructional framework including attention to students with special needs and English language learners (ELLs). Solid instructional strategies including cooperative learning, project-based learning, the Socratic Seminar, experiential learning, and digital literacy support the Educational Plan.

The Highland Prep exit standards include graduation requirements aligned with the State of Arizona. Graduation requirements also include six additional required credits. The Applicant details a student's path to earning academic credit and rationale for requiring additional credits for graduation. It is worth noting the Applicant's indication during the capacity interview that what can be done in two years at some schools will be accomplished in one year at Highland Prep due to increased instruction, additional class time, and pace. (Highland Capacity Interview, 17:20) Sufficient detail is provided as rationale for improving student achievement through increased instructional time and innovative scheduling. (Educational Plan, A.4, p.7) A well-designed assessment plan is included with beginning and end of course exams, student logs, and the AzMERIT Tests.

B. OPERATIONAL PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Operational Plan.

Plan Summary

Highland Prep is a non-profit corporation, located in Scottsdale, Arizona, that was created on May 14, 2015 f with one Director, Kerry Clark, who took office May 14, 2015.

"Highland Prep is an Arizona non-profit corporation and operated exclusively for educational and charitable purposes." The founding board member is Kerry Clark (who will also serve as executive director). (Operational Plan, B.1, Applicant Entity) Organizational structures and position descriptions are included. The Applicant notes that "in all years, the responsibility to hire, evaluate, and terminate the principal belongs to the executive director and the governing board." (Operational Plan, B.1, p.4) Highland Prep is the second charter school established and operated by the Applicant.

The Applicant includes detailed descriptions of the governing board's responsibilities. As noted above, the board of directors currently includes two individuals. Board member recruitment plans are provided as well as the training and orientation process. There is a commitment by the governing board to comply with Open Meeting Law. (Operational Plan, B.2, p.4)

The Applicant also included roles and responsibilities of the leadership team and Highland Prep staff (Operational Plan, B.3, Management and Operations) in addition to the school's three-year staffing plan as enrollment increases from 150 to 350 students. (Operational Plan, B.3, p.5) The Applicant also details its intention to contract for payroll and accounting services, special education services, legal services, and 401(k) plan administration. (Operational Plan, B.3.2)

School Governing Body Member Type	Number	Name
Organization Principal(s)	1	Kerry Clark
Community	1	Scott Kies
Other – Business Community	3	To be determined

Principal Background Information

Authorized Representative and Principal: *Kerry Clark*
Confirmed Education History: Doctor of Education in Educational Leadership, Northern Arizona University, 2013
Confirmed Employment History: Leona Group, Western Regional Vice President/Principal, July 1997 – October 2011; Strategic Educational Services, President, October 2011 - present; Imagine Schools, Strategic Planning Consultant, February 2012 - August 2012; Imagine Schools, Principal, August 2012 - June 2013; Madison Highland Prep, Executive director, August 2014 to present.
Arizona FCC Expires: November 1, 2017
Current or Past Charter Affiliations[1]: Peoria Accelerated High School, South Ridge High School, West Phoenix High School, Imagine Prep Superstition, Madison Highland Prep,

[1] *In this section, "Current or Past Charter Affiliations" refers to a leadership or decision-making role in an existing charter school operation, such as charter representative, charter principal, or school site leader.*

Operational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	No	18 of 25	Yes	24 of 25
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	7		1	

Analysis of Operational Plan

The Operational Plan meets the standard for approval because of the Applicant's detailed approach to designing an effective governance and school leadership structure as well as alignment of necessary personnel to critical responsibilities. Kerry Clark (authorized representative, executive director, board member) and School Governing Board member Scott Kies provide a sufficient level of detail regarding the incorporation of Highland Prep as a non-profit. A commitment is made to recruit additional members sharing, "the same vision and passion and possessing extensive background knowledge and experience in education." (Operational Plan, B.1, Applicant Entity Narrative, p.1)

The organizational structures are clear and demonstrate the intent for lean yet sufficient staffing. Hiring and evaluation responsibilities are clearly noted in the administrative team descriptions (Operational Plan, B.3, p.3) and detailed narrative descriptions for each position are provided. There are no subsidiary relationships with any other organizations, which is noteworthy in that the school's charter principal, Kerry Clark, served as the charter founder and authorized representative for the establishment of Madison Highland Prep in 2014.

The Applicant provides ample detail regarding the role and responsibilities of the governing board. The Applicant notes the intent to expand the governing board from the current two members to recruiting five individuals "whose experience and expertise meet the specified criteria and who share the school's vision and passion and who possess extensive knowledge and experience in education, financial management, or business management." (Operational Plan, B.2, p.2) Once governing board expansion is complete, the Applicant notes their intention to engage the governing board in the development of a strategic governance succession plan ensuring the board has a method of replacing members.

Abundant detail is provided regarding the Applicant's design of the administrative team, instructional team, office personnel, and student services. (Operational Plan, B.3, Management and Operations) The narrative supports the organizational charts and demonstrates the intentions of the Applicant to ensure all key responsibilities within the school are addressed. The TRP found the Operational Plan to be clear, detailed, and lean with staff expansion only as necessary to meet the increase in student enrollment. Of particular note are the well-designed oversight responsibility charts followed by critical skills and experiences for all positions. (Operational Plan, B.3, pp.6-10) These details demonstrate the Applicant's understanding and thoughtful approach to building a new school staff.

C. BUSINESS PLAN

The following summary was created from excerpts and summaries of the documents submitted for the Applicant's Business Plan.

Plan Summary

Facility Information

Proposed School Name:	Highland Prep
Proposed Locations:	Unconfirmed locations: Highland Prep will be located in the North Central area of zip code 85338 in the city of Goodyear, Arizona near the cross streets of Litchfield Road and Buckeye Road. Primary Target Property: 8415 W. Sherman, Tolleson, Arizona 85119; Additional Available Property: 13951 W. El Cielo, Goodyear, Arizona
Facilities Requirements:	All facilities range from 13,515 to 14,000 square feet and will plan to have 14 classrooms, a school office and a reception area. The targeted facility on Sherman is projected to be secured by February 2016. The on-site school office will be operational by March 1, 2016. All necessary building and property improvements will be financed and managed by the landlord with a target completion date of July 1, 2016. All classrooms and other school amenities necessary for school operation during year 1 will be ready by July 15, 2016.

Budget Summary

The Applicant has secured funds in the amount of $65,000 and $85,000, as stated by the Applicant, and has been confirmed with the financial institutions. During the start-up period, the school expects revenue of $150,000 (Business Plan, C.4, p.1) for start-up funding including pro-rated salaries for a director, principal, clerical/finance manager, and teachers. In addition, expenses during this period are also related to supplies and marketing. The operational budget projects revenue based on state funding with $1,837 carryover of start-up funding; the school intends to open with 150 students. Regarding the three-year operational budget assumptions, the Applicant notes, "figures are based on 85 percent (127.50 students) of the projected full enrollment of 150 students in year one; 90 percent (225 students) of the projected full enrollment of 250 in year two; and 90 percent (315 students) of the projected full enrollment of 350 in year three." (Business Plan, C.5, p.1) In all three years, the majority of expenditures are on personnel, facility, and student material costs. Benefits are projected annually at 10 percent of salaries. The proposed budget for year one has an ending balance of $4,148 however by year three the ending balance grows to $524,405.

The table below presents a summary of the budget by year:

	Startup Period	Year 1	Year 2	Year 3
Projected Full Enrollment:		150	250	350
# Students Budget Based On:		127.5	225	315
Total Revenue:	$150,000.00	$965,932.00	$1,596,479.00	$2,431,306.00
Total Expenditures:	$148,163.46	$961,784.00	$1,356,187.00	$1,906,901.00
Ending Balance:	$1,836.54	$4,148.00	$240,292.00	$524,405.00

Business Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Business Plan Score ≥ 95% Meet standard?	No	26 of 29	Yes	29 of 29
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	3		0	

Analysis of Business Plan

The Business Plan meets the standard for approval because it provides a satisfactory financial plan for the acquisition and opening of the Highland Prep facility, recruitment of students, and personnel recruitment and hiring processes. A balanced three-year budget (Business Plan, C.5, Three Year Operational Budget) reflects the requirements for implementing the school's academic and operational plans. During the capacity interview, school governing board member Scott Kies provided sufficient reassurance regarding start-up funding having been obtained and available. (Highland Capacity Interview, 45:00)

The Applicant demonstrates an understanding of facility needs by providing clear descriptions of building size and space needs (Business Plan, C.1, p.1). Highland Prep will "provide a STEM College Preparatory experience" with an anticipated location in the North Central area of Goodyear, Arizona "near the cross streets of Litchfield Road and Buckeye Road." Available properties are referenced as well as appropriate descriptions regarding the costs associated with facility acquisition.

A detailed advertising and promotion plan (Business Plan, C.2) is provided with the intention of delivering "information and messaging through various channels, from brochures and mailings to strong grassroots efforts at the community level." The Applicant's recruitment campaign also includes outreach to three elementary STEM schools in the area where students upon graduation from Grade 8 will need a high school for secondary education. The TRP considers this good strategic thinking and a positive attribute of the plan. An additional strength was the Applicant's effort to ensure the school's advertising and promotion calendar was designed for the first three years.

The Applicant's personnel plan describes a detailed recruitment and hiring process, as well as professional training needs for new personnel. (Business Plan, C.3) Professional development plans detailed include making "every available opportunity to develop their skills and knowledge" a priority; this includes the review of curriculum maps for alignment to the Arizona College and Career Ready Standards. These professional development opportunities correlate with the Applicant's Educational Plan. Compensation and benefits appear fair, competitive for the area, and include reasonable increases. (Business Plan, C.3, pp.5-6)

EVIDENCE OF CAPACITY

Applicant Summary

The table below describes the participation of the Applicant in the In-Person Interview:

Name	Role	Attended Interview?
Dr. Kerry Clark	Charter Principal / Authorized Representative/Executive Director	Yes
Scott Kies	School Governing Board Member	Yes

Analysis of Applicant Capacity

The TRP finds the Applicant has a range of knowledge, skills, and experience needed to open and operate a high-quality school.

The Applicant presented sufficient detail during the capacity interview regarding the Highland Prep Educational Plan and Academic Systems Plan. In particular, the Applicant spoke directly to strategies to ensure students receive authentic preparation for a four-year college or university. In addition, the Applicant's strategy for including middle schools in the area in the transition process to high school was thoughtful and sensible. During the interview the Applicant also noted strategies for addressing the complex issues accompanying students who have special needs including the offering of accommodations in a full inclusion environment, study groups, and after school assistance. The TRP investigated the after-school assistance program with additional questioning and the Applicant was able to provide good rationale and planning for the extra remediation of students. Authorized representative and executive director Kerry Clark noted, "We ensure equity not by treating all the same but by ensuring all get to the same place."(Highland Capacity Interview, 19:00)

The TRP inquired about methods of ensuring strategies learned during professional development were implemented by teachers with fidelity. The Applicant referenced the usage of professional learning communities with specific agendas and outcomes as well as observations and evaluations. Dr. Clark supported these descriptions stating, "My Director of Curriculum will verify on a day-to-day basis that our professional development plans are well on track and being adhered to with fidelity."(Highland Capacity Interview, 21:50)

The capacity interview confirmed the TRP's evaluation of the application package as meeting the standards for approval. The Applicant was passionate about the need for Highland Prep, noting the challenging community environment detailed in Section A.2 Target Population. The TRP felt that the proposed plans have been thought through and put into place allowing for the authorized representative's opening of a second school, Highland Prep.

ADDITIONAL BACKGROUND INFORMATION

Additional data is included below to provide information related to the Applicant's principals' experience, qualifications, and current and prior charter compliance as an indicator of the Applicant's ability to implement a charter or operate a charter school.

Charter Principal Affiliations

Authorized Representative/Principal Name: Kerry Clark
Current Affiliation(s): Madison Highland Prep
Past Affiliation(s) of Note: School Principal, Peoria Accelerated High School (2001-2006) School Principal South Ridge High School (2006-2011);,; School Principal, Imagine Prep Superstition (2012-2013)
Comments: The academic performance of schools affiliated with Dr. Kerry Clark is summarized with dashboards presented below:

- Imagine Prep Superstition (opened 8/12/2008):
  - 2013 – Overall Rating 77.5 (Meets), A
  - 2012 – Overall Rating 83.75 (Meets), A
- South Ridge High School (opened 7/1/2006):
  - 2012 – Overall Rating 86.88 (Meets), A
  - 2011 – B (Highly Performing)
  - 2010 – Highly Performing in 2010
  - 2009 – Performing
  - 2008 – Performing Plus
  - 2007 – Performing Plus

Imagine Prep Superstition

		2012 Traditional High School (9 to 12)			2013 Traditional High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	77	100	15	80.5	100	15
	Reading	66.5	100	15	61	75	15
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	63 / 53.2	75	10	52.4 / 54	50	10
	Reading	81 / 75	75	10	87.9 / 79.3	75	10
2b. Composite School Comparison	Math	9.8	75	7.5	0.7	75	7.5
	Reading	5.5	75	7.5	8.3	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	57 / 43.4	75	7.5	55.6 / 45	75	7.5
	Reading	72 / 65.2	75	7.5	95 / 72.3	75	7.5
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		78	75	15	78	75	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		83.75		100	77.5		100

South Ridge High School

		2012 Traditional High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	67.5	100	7.5
	Reading	74	100	7.5
1b. SGP Bottom 25%	Math	77	100	7.5
	Reading	70	100	7.5
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	64 / 54.7	75	10
	Reading	87 / 77.3	75	10
2b. Composite School Comparison	Math	12	75	7.5
	Reading	12.5	75	7.5
2c. Subgroup ELL	Math	61 / 44.1	75	2.5
	Reading	88 / 64.5	75	2.5
2c. Subgroup FRL	Math	66 / 44.8	75	2.5
	Reading	88 / 68.4	75	2.5
2c. Subgroup SPED	Math	0 / 13.1	50	2.5
	Reading	36 / 32	75	2.5
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		A	100	5
4. Graduation		Measure	Points Assigned	Weight
4a. Graduation		97	100	15
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		86.88		100

Currently, he serves as Executive Director for Madison Highland Prep which opened in August 2014.

Madison Highland Prep does not have academic performance data yet. Board staff conducted a first year site visit of this school in the fall of 2014, and no issues related to academic performance were noted. See Appendix A for the initial site visit letter.

Financial Performance

Based on the fiscal year 2015 audit, Madison Highland Prep does not meet the Board's financial performance expectations. The table below includes the charter holder's financial data and financial performance for fiscal year 2015, which reflects Madison Highland Prep's first year of operation.

Financial Data		
Statement of Financial Position	2015	2014
Cash	$31,289	$74,702
Unrestricted Cash	$16,391	
Other Liquidity	-	
Total Assets	$341,006	
Total Liabilities	$583,218	
Current Portion of Long-Term Debt & Capital Leases	$135,700	
Net Assets	($242,212)	
Statement of Activities	2015	
Revenue	$1,144,603	
Expenses	$1,358,022	
Net Income	($213,419)	
Change in Net Assets	($213,419)	
Financial Statements or Notes	2015	
Depreciation & Amortization Expense	$83,713	
Interest Expense	$6,224	
Lease Expense	$118,611	
Financial Performance		
	2015	
Near-Term Indicators		
Going Concern	No	
Unrestricted Days Liquidity	4.41	
Default	No	
Sustainability Indicators		
Net Income	($213,419)	
Cash Flow	($43,413)	
Fixed Charge Coverage Ratio	(0.02)	

Operational Performance

For fiscal year 2015, Madison Highland Prep meets the Board's operational performance standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated "Falls Far Below Standard" in the current fiscal year. See Appendix B for the Operational Performance Dashboard.

BOARD OPTIONS

Option 1: The Board may approve the application package and the charter. The following language is provided for consideration: Based upon review of the contents of the portfolio provided for this Applicant and the information provided by the representatives of the Applicant during consideration, I move to approve the application package and grant a charter to Highland Prep to operate Highland Prep charter school to serve grades 9-12.

Option 2: The Board may deny the charter. The following language is provided for consideration: Based upon a review of the contents of the portfolio provided for this Applicant and the information provided by the representatives of the Applicant during consideration, I move to deny Highland Prep's request for a charter for the reason(s) that:

- ❑ The Applicant is not sufficiently qualified to operate a charter school based on (insert the facts that form the basis for determination [i.e., background/fingerprint/credit report of the specific Officers, Members, Directors, or Partners]).
- ❑ The Applicant is not sufficiently qualified to operate a charter school based on the (insert the facts from the financial, operational and/or academic performance of associated schools or affiliated schools that form the basis for the decision).