2011-2012 Application Cycle
[Institute for Transformative Education]

Section A	Education Plan					
A.1	Educational Philosophy	F	A	M	E	Comments
A.1a	Provided a detailed description of the school's philosophical approach to educating the target population. Incorporated the principles or concepts fundamental to the school's proposed program of instruction.			1		
A.1b	Presented a rationale for the selected approach including research and/or experience.			1		
A.1 Total		0	0	2	0	
A.2	Target Population	F	A	M	E	Comments
A.2a	Identified the target population and demonstrated a clear understanding of the students and community the school intends to serve.			1		
A.2b	Presented an explanation of how the implementation of the described program of instruction meets the needs of the target population and/or benefits the selected community, including but not limited to class size and teacher- student ratios.		C	1		The implementation of the program of instruction does not address class size or student/teacher ratios. **The revised application package meets the criteria.**
A.2 Total		0	0	2	0	
A.3	Program of Instruction	F	A	M	E	Comments
A.3a	Described the framework of the curricula for academic core content areas.		C	1		Unclear how teachers will address all the state standards for each student in this primarily project based curriculum in all courses. **The revised application package meets the criteria.**
A.3b	Demonstrated understanding of relevant methods of instruction.		C	1		An understanding of the relevant methods of instruction was not portrayed because of the lack of examples. **The revised application package meets the criteria.**
A.3c	Described the formative and summative assessment plan that shows student progression and/or mastery and was reflected in the Performance Management Plan.		C	1		Need to provide more detail regarding formative and summative assessment plans. **The revised application package meets the criteria.**
A.3d	Consistent and supported the educational philosophy and target population as well as all other components of the application package.			1		
A.3 Total		0	0	4	0	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	E	Comments
A.3.2a	Identified the graduation requirements for the school that will meet the State requirements and align with the Program of Instruction described in the application package.			1		
A.3.2b	Described the process for awarding course credit that supports increased student proficiency as described in the required Student Monitoring Strategy for each Performance Management Plan.			1		
A.3.2c	Provided a menu of course offerings which includes course titles and brief descriptions of classes that support the Program of Instruction and aligns with the Business Plan as presented in the application package.			1		
A.3.2 Total		0	0	3	0	
A.4	School Calendar and Weekly Schedule	F	A	M	E	Comments
A.4a	Demonstrated compliance with minimum requirements of number of school days per year as described in A.R.S. §15-341.01.			1		

A.4b	Demonstrated compliance with hours/minutes of instruction per week for each grade level served as described in A.R.S. §15-901.		C	1		The hours/minutes of instruction per week for each grade level served was not provided. **The revised application package meets the criteria.**
A.4c	Included daily instructional minutes and those dedicated to core academics for each grade level and content area.			1		
A.4d	Provided a rationale for the weekly schedule that supports the target population.			1		
A.4e	Identified professional development days consistent with the information provided in the required Professional Development Strategy of the Performance Management Plan.			1		
A.4 Total		0	0	5	0	
A.5.9	Curriculum Samples-9th Grade	F	A	M	E	Comments
A.5.9a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.		C	1		Reading: Instruction does not fully address all components of the performance objective. Writing: Instruction does not address the complete writing process for mastery. **The revised application package meets the criteria.**
A.5.9b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.		C	1		Reading: Student activities do not address all components of the PO. Writing: Students are held accountable for traits without necessary instruction nor prior knowledge expectation. **The revised application package meets the criteria.**
A.5.9c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		Reading: Summative assessment only addresses one element of the performance objective per student. **No change. The summative assessment has each student address one element of the PO.** Writing: The assessment does not cover all the components that are included in the scoring rubric. **The revised application package meets the criteria for writing.**
A.5.9d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Reading: Only two components of the scoring rubric align with the PO. Writing: The scoring rubric does not explain how the score translates to a 100 point grading scale. Scoring rubric contains all 6 traits when assessment only addressed two traits. **The revised application package meets the criteria.**
A.5.9 Total		0	0	4	0	
A.5.10	Curriculum Samples-10th Grade	F	A	M	E	Comments
A.5.10a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.		C	1		Reading: Instruction does not fully address all components of the performance objective. Writing: The instruction does not address the writing process or all components of the 6 traits rubirc. **The revised application package meets the criteria.**

A.5.10b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.		C	1		Writing: The student activities do not align with the performance objective. **The revised application package meets the criteria.**
A.5.10c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.			1		
A.5.10d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Reading: Not all of the components of the scoring rubric align with the PO. Writing: The scoring rubric does not explain how the score translates to a grading scale. Scoring rubric contains all 6 traits when instruction only addresses some of the traits. **The revised application package meets the criteria.**
A.5.10 Total		0	0	4	0	
A.5.11	Curriculum Samples-11th Grade	F	A	M	E	Comments
A.5.11a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.		C	1		Reading: Instruction does not fully address all components of the performance objective. Writing: Instruction does not cover all of the components of the PO. Labeled 10th grade Writing. **The revised application package meets the criteria.**
A.5.11b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.		C	1		Reading: Student activities do not address all components of the PO. Writing: Students do not receive instruction of all 6 Traits on which they will be assessed. **The revised application package meets the criteria.**
A.5.11c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		Reading: The assessment does not illustrate all components of the PO will be covered. **The revised application package meets the criteria.**
A.5.11d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Writing: Students did not cover all components of the scoring rubric in their instruction or student activities. Need clarification on how the scoring rubric translates into the correct points possible. **The revised application package meets the criteria.**
A.5.11 Total		0	0	4	0	
A.5.12	Curriculum Samples-12th Grade	F	A	M	E	Comments
A.5.12a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.		C	1		Reading: Instruction does not fully address all components of the performance objective. Writing: Instruction does not cover all of the components of the PO. **The revised application package meets the criteria.**

A.5.12b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.		C	1		Reading: Student activities do not address all components of the PO. Writing: Students do not receive instruction with of 6 Traits on which they will be assessed. **The revised application package meets the criteria.**
A.5.12c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		Reading: The assessment does not address all components of the PO. **The revised application package meets the criteria.**
A.5.12d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Writing: Students did not cover all components of the scoring rubric in their instruction or student activities. Need clarification on how the scoring rubric translates into the correct points possible. **The revised application package meets the criteria.**
A.5.12 Total		0	0	4	0	
A.5.Math	Curriculum Samples-Math	F	A	M	E	Comments
A.5.MATHa	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.		C	1		Math curriculum samples do not align with what was stated in the program of instruction narrative. **The revised application package meets the criteria.**
A.5.MATHb	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.			1		
A.5.MATHc	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.			1		
A.5.MATHd	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		9th Grade: No rubric. 10th Grade: No rubric. 11th Grade: The mathematical connection of this scoring rubric is unclear. **The revised application package meets the criteria.**
A.5.Math Total		0	0	4	0	
A.5.Science	Curriculum Samples-Science	F	A	M	E	Comments
A.5. SCa	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.			1		

A.5. SCb	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.			1		
A.5. SCc	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		This particular assessment is not practical for a diverse student population. Could be problematic. **The revised application package meets the criteria.**
A.5. SCd	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		The percentages aligned for mastery do not match the percentages for mastery stated in the narrative. **The revised application package meets the criteria.**
A.5. Science Total		0	0	4	0	
A.6	Performance Management Plan	F	A	M	E	Comments
A.6a	Aligned with the applicant's Education Plan.			1		
A.6b	Presented a viable plan for managing student academic performance in reading (indicator) and presented a second viable plan for managing student academic performance in mathematics (indicator) that includes, for each plan, measures, metrics, and targets related to the indicator.			1		
A.6c	Included strategies in each plan for a) a curriculum that improves student achievement, b) professional development that supports effective implementation of the curriculum in the content area, c) a school-wide plan for monitoring and documenting student proficiency in performance, and d) an administrative plan for monitoring the integration of Arizona Academic Standards into instruction.			1		
A.6d	Identified action steps for accomplishing the strategies. Action steps reveal a progression of actions from start to finish for each strategy and include evidence the applicant will use to show accomplishment of action steps.			1		
A.6e	Included annual benchmark targets for the first two years which reflect incremental progress toward the end target.		C	1		Achievement goals for 2014 math and reading seem unreachable based on the 2010 State averages of math 58% and reading 77%. **The revised application package meets the criteria.**
A.6f	Identified costs in the Performance Management Plan that are reflected in the Start-Up and Three-Year Operational Budget.		C	1		Curriculum Specialist position not identified in budget. Professional Development costs do not match budgeted funds. Misalignment between budgeted items in the PMP with the three year operational budget. **The revised application package meets the criteria.**
A.6 Total		0	0	6	0	
	Section A Sub Total	0	0	46	0	
Section B	**Organization Description**					
B.1	Applicant Organization	F	A	M	E	Consensus
B.1a	Discussed the organization's history, including the establishment of principals, and the attainment of any licenses, operating permits etc.			1		

B.1b	Discussed the relationship between the organization's existing operations and the proposed school.			1		
B.1c	Included a clear description of the roles and responsibilities of the principals that is consistent with the application package and By-laws.			1		
B.1d	Aligned with information listed on Title Page and with the contents of the application package.			1		
B.1e	Consistent with the Articles of Incorporation, Articles of Organization, or appropriate legal documentation that is on file with the Arizona Corporation Commission or otherwise available to demonstrate the establishment of the applicant. (N/A to Sole Proprietorship).			1		
B.1 Total		0	0	5	0	
B.2	Applicant Composition	F	A	M	E	Comments
B.2a	Highlighted the significance of the individual or group and the skill set each contributes to the organization.			1		
B.2b	Identified experience in elementary/secondary education, business operation, and financial management as it supports the operation of a charter school.			1		
B.2c	Consistent with the background information provided for each individual.			1		
B.2d	Consistent with all sections of the application package.			1		
B.2 Total		0	0	4	0	
B.3	Governing Body	F	A	M	E	Comments
B.3a	Included a clear description of the role, responsibilities, and mandated obligations of the governing body.		C	1		It is not clear how a two member governing body makes a decision on a split vote of a motion. **The revised application package meets the criteria.**
B.3b	Included the name, background information, qualifications, and community relationship of each member.			1		
B.3c	Described the process for filling vacancies on and developing the school governing body.		C	1		Students on the Governing Board? How will students be recruited for the governing body? **The revised application package meets the criteria.**
B.3d	Explained the training and orientation process that will be provided to all school governing body members and what resources will be used.			1		
B.3e	Included how the make-up of the governing body described will comply with the Open Meeting Law.			1		
B.3f	Consistent with all sections of the application package.			1		
B.3 Total		0	0	6	0	
B.4	Management and Operation	F	A	M	E	Comments
B.4a	Demonstrated understanding of management needs and priorities.			1		
B.4b	Described the primary responsibilities for each key administrative position and identified critical skills or experience that will be priorities for fulfillment of those responsibilities.		C	1		All primary responsibilities for each key administrative position were not mentioned. **The revised application package meets the criteria.**

B.4c	Provided a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.		C	1		The roles and responsibilities for the day to day operations need more detail. Who will perform AP, payroll, HR, SAIS duties? **The revised application package meets the criteria.**
B.4d	Provided an organizational chart and narrative that represents a practical reporting structure within the organization.			1		
B.4 Total		0	0	4	0	
B.4.2	Contracted Services	F	A	M	E	
B.4.2a	Included the areas, if any, which may require the applicant to seek expertise.			1		
B.4.2b	Contained a reasonable demonstration of the professional experience or competence of those hired or retained to perform such professional services.		C	1		A provider list for ELL services was not included. Potential custodial providers were not indicated. Food services description doesn't reveal a plan. **The revised application package meets the criteria.**
B.4.2c	Provided a list of anticipated contracted special education services. Included a corresponding market study of current costs for services.			1		
B.4.2d	Ensured costs as described in the narrative are included in the Start-Up and Three-Year Operational Budget as appropriate.		C	1		Purchases of professional services in three-year budget do not align with contracted services estimates (ESS, food service, ELL). **The revised application package meets the criteria.**
B.4.2 Total		0	0	4	0	
	Section B Sub-Total	0	0	23	0	
Section C	**Business Plan**					
C.1	Facilities Acquisition	F	A	M	E	
C.1a	Identified and describe the facility necessary to implement the program. Includes square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package.			1		
C.1b	Identified and provided documentation on the available facilities within the target market that will support the education program and student population, including class size, described in the application package. Or Provided details of already acquired facility, purchased land or proposed build that will support the education program and student population, including class size described in the application package.			1		
C.1c	Identified the timeframe for securing a facility appropriate for educational use.		C	1		A more detailed timeframe is needed. **The revised application package meets the criteria.**
C.1d	Discussed applicant's understanding and costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.		C	1		Since all costs for acquisition and building improvements for the school will be incurred by EVIA, more detailed information should be included. **The revised application package meets the criteria.**

C.1e	Discussed the financial arrangements that have been made for securing the facility and ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Modular and/or build out for estimated enrollment for year two and three is not reflected in the three-year Operational Budget. **The revised application package meets the criteria.**
C.1f	Consistent with all sections of the application package.			1		
C.1 Total		0	0	6	0	
C.2	Advertising and Promotion	F	A	M	E	Comments
C.2a	Discussed advertising/promotion plans to include strategies and timeline to support the number of students included in the Three-Year Operational Budget.			1		
C.2b	Included how advertising/promotion costs were determined, as supported by market study or research.		C	1		Need to provide more detail how $12 thousand for advertising/promotion was determined. **The revised application package meets the criteria.**
C.2c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.			1		
C.2d	Ensured the number of students and State Equalization are supported and reflected in the Three- Year Operational Budget.			1		
C.2 Total		0	0	4	0	
C.3	Personnel	F	A	M	E	Comments
C.3a	Provided a staffing plan that appears viable and adequate for the effective implementation of the program of instruction and operation of the charter school as described. Included the number of instructional and non-instructional personnel.		C	1		For the NCLB requirements, the amount of teachers identified does not align with the amount of core courses for 9-12. **The revised application package meets the criteria.**
C.3b	Aligned staff qualifications with No Child Left Behind Highly Qualified requirements.		C	1		A detailed job description outlining minimum qualifications of the four teachers that will be hired for year one is needed to determine that HQ requirements will be met. **The revised application package meets the criteria.**
C.3c	Provided a detailed plan that includes recruiting, hiring, and training of instructional staff consistent with the start up of the school and the Performance Management Plan.		C	1		The curriculum specialist indicated in the Performance Management Plan is not reflected in the budget or in the personnel section of this application. **The revised application package meets the criteria.**
C.3d	Provided an administrative plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel and their oversight responsibilities related to the following areas: Curriculum, Staff Development, Assessment (mandated State testing), Financial Management, Contracted Services, Personnel, Grants Management, and Student Accountability Information System (SAIS).		C	1		The administrative plan does not provide oversight information on who will be handling specific duties (SAIS, HR, contracted services, grants management, etc.). **The revised application package meets the criteria.**
C.3e	Depicted a compensation plan, including benefits if provided, that supports the described qualifications and experience of administrative, instructional and non-instructional personnel.			1		

C.3f	Ensured all Employee Related Expenses (ERE) as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.			1		
C.3 Total		0	0	6	0	
C.4	Instructional Resources	F	A	M	E	Comments
C.4a	Included expenditures that support the program of instruction including materials, supplies, equipment, etc. as described within the application package.			1		
C.4b	Delineated any financial arrangements and timeline for securing goods.		C	1		The timeline for securing instructional resources seems broad. **The revised application package meets the criteria.**
C.4c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Further clarification is needed for the start-up budget of $20,000 for student computers. **The revised application package meets the criteria.**
C.4 Total		0	0	3	0	
C.5	Operational Expenditures/Overhead	F	A	M	E	
C.5a	Included expenditures that support the operation of a school or that may be considered overhead costs. This includes lease, utilitiies, insurance, audit, maintenance/improvements, furniture and equipment, etc.			1		
C.5b	Delineated any financial arrangements and timeline for securing goods.		C	1		The timeline for financial arrangements seems broad (year one, year two). When will EVIA lease costs be collected and at what rate? **The revised application package meets the criteria.**
C.5c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.			1		
C.5 Total		0	0	3	0	
	Section C Sub-Total	0	0	22	0	
Grand Total	**Sections A, B, and C**	0	0	91	0	
SUMMARY	No scoring area in Sections A, B, or C received a score of Falls Below					
	No more than one scoring area in each section scored Approaches					
	Meets 95% Test					
CONCLUSION	**Meets the Criteria, Therefore Substantively Complete**					