**SUBSTANTIVE REVIEW CONSENSUS RUBRIC FOR THE ASBCS 2014-15 CYCLE**

**Applicant Group** Innovative Humanities Education Corporation

**Proposed School Name** Copper Point High School

| | | PRELIMINARY APPLICATION RATINGS | | | | REVISED APPLICATION RATINGS | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Part A** | **Educational Plan** | | | | | | | | |
| A.1 | Educational Philosophy | **F** | **A** | **M** | **Technical Assistance / Comments** | **F** | **A** | **M** | **Technical Assistance / Comments** |
| A.1a | Provide a detailed description of the school's philosophical approach to improving pupil achievement in the target population. | | 1 | | Addresses criteria, but the response lacks sufficient detail in:<br>Providing a detailed description on how the school's philosophical approach will improve pupil achievement in the target populations described and identified as "high free and reduced lunch [students] in the Grant and Alvernon communities". | | | **1** | **Revised submission meets the criteria** |
| A.1b | Incorporate the principles or concepts fundamental to the school's proposed program of instruction. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.1c | Present a rationale for the selected approach for the target population, including research and/or experience. | | 1 | | Addresses criteria, but the response lacks sufficient detail in:<br>Including documented research, to support the rationale for the selected approach in relation to the target population described and identified as "high free and reduced lunch [students] in the Grant and Alvernon communities". | | | **1** | **Revised submission meets the criteria** |
| A.1d | Ensure the Mission Statement on the Target Population Page is consistent with the narrative. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.1 Total | | **0** | **2** | **2** | | **0** | **0** | **4** | |
| A.2 | Target Population | **F** | **A** | **M** | **Technical Assistance / Comments** | **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. | | | 1 | Meets the Criteria | | | **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. | | 1 | | Addresses criteria, but lacks sufficient detail:<br>Presenting a clear connection between the target population and how implementing the program of instruction described in A.3 meets the needs of "free and reduced lunch [students] in the Grant and Alvernon communities". | | | **1** | **Revised submission meets the criteria** |
| A.2c | Describe the class size and teacher-student ratios and how these address the needs of the target population for improved pupil achievement. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.2 Total | | **0** | **1** | **2** | | **0** | **0** | **3** | |

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| A.3 | Program of Instruction | F | A | M | Technical Assistance / Comments | 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 | | Addresses criteria, but lacks sufficient detail in: Describing a clear alignment to the Educational Philosophy and Arizona State Standards of two electives identified as Crews and Intensives. | | | **1** | **Revised submission 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 and Educational Philosophy. | | 1 | | Addresses criteria, but lacks sufficient detail in: Demonstrating a clear understanding of methods of instruction, including authentic formative assessment strategies -- specifically those related to Expeditionary Learning -- which clearly demonstrates alignment to the curriculum and Educational Philosophy. | | | **1** | **Revised submission meets the criteria** |
| A.3c | Describe a summative assessment plan that clearly allows determination of student mastery of Arizona State Standards, aligned to the Educational Philosophy and methods of instruction described in the narrative. | | 1 | | Addresses criteria, but the response lacks sufficient detail in describing elements of a summative assessment plan, including identification and/or selection of appropriate assessments that are aligned to the Educational Philosophy and the Arizona State Standards. | | | **1** | **Revised submission meets the criteria** |
| A.3d | Ensure the Program of Instruction is consistent with the Performance Management Plan. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.3 Total | | **0** | **3** | **1** | | **0** | **0** | **4** | |
| A.3.1 | Mastery and Promotion | **F** | **A** | **M** | **Technical Assistance / Comments** | **F** | **A** | **M** | **Technical Assistance / Comments** |
| A.3.1a | Present clear criteria 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 | | Addresses criteria, but lacks sufficient detail in: Describing how character, panel presentations, post-tests and course work will be used to make promotion and retention determinations. | | **1** | | **Revised submission addresses the criteria, but lacks sufficient detail describing how the panel presentations will be used to make promotion and retention determinations.** |
| A.3.1b | Describe a viable and adequate process the school will use to determine grade-level promotion/retention consistent with State requirements. | | 1 | | Addresses criteria, but lacks sufficient detail in: Describing a viable and adequate process when using the character education grade in conjunction with State requirements to determine grade level promotion/retention. | | | **1** | **Revised submission meets the criteria** |
| A.3.1c | Ensure consistency with Strategy III of the Performance Management Plan. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.3.1 Total | | **0** | **2** | **1** | | **0** | **1** | **2** | |

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| A.3.2 | Course Offerings and Graduation Requirements | F | A | M | Technical Assistance/ Comments | F | A | M | Technical Assistance/ Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.3.2a | Identify graduation requirements for the school that will meet State requirements. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.3.2b | Describe a viable and adequate process and criteria for awarding course credit. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.3.2c | Ensure consistency with Strategy III of the Performance Management Plan. | | | 1 | Meets the Criteria | | | **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 demonstrating alignment to the program of instruction. | | | 1 | Meets the Criteria | | | **1** | **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 | | | **1** | **Meets the Criteria** |
| A.3.2 Total | | **0** | **0** | **5** | | **0** | **0** | **5** | |
| A.4 | School Calendar and Weekly Schedule | **F** | **A** | **M** | **Technical Assistance / Comments** | **F** | **A** | **M** | **Technical Assistance / Comments** |
| A.4a | Clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard, alternative, or extended). | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.4b | Provide a rationale for the weekly schedule that clearly supports improving pupil achievement in the target population. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.4c | Identify professional development days consistent with the information provided in Strategy IV of the Performance Management Plans. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.4d | (If an Alternative Calendar was identified on the Target Population Page) Demonstrate the various ways instructional minutes may be met. | | | | Not applicable | | | | **Not applicable** |
| A.4 Total | | **0** | **0** | **3** | | **0** | **0** | **3** | |

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| A.5 | Performance Management Plan | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.5a | Provide a clear description of the basis for setting baseline figures that align with Section A.2. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5b | Clearly describe a system to create, implement, evaluate, and revise curriculum (Strategy I), including supplemental curriculum, aligned with Arizona Common Core Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. | | 1 | | Addresses criteria, but lacks sufficient detail in: Clearly describing a system to create, implement, evaluate, and/or revise curriculum (Strategy I) with respect to lesson development (differentiation) and implementation. | | | **1** | **Revised submission meets the criteria** |
| A.5c | Clearly describe a system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers (Strategy II) evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. | | 1 | | Addresses criteria, but lacks sufficient detail in: Clearly describing a system to monitor the integration of Arizona State Standards, through formal teacher evaluations, into instruction and evaluation of the instructional practices (Strategy II). | | | **1** | **Revised submission meets the criteria** |
| A.5d | Clearly describe a comprehensive assessment system (Strategy III) based on clearly defined performance measures aligned with the curriculum and instructional methodology and including data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data-review teams. | | 1 | | Addresses criteria, but lacks sufficient detail in: Describing a comprehensive assessment system, specifically the identification, development and associated costs of benchmark testing, placement exams, and pre and post tests, based on clearly defined performance measures aligned with the curriculum and instructional methodologies. | | | **1** | **Revised submission meets the criteria** |
| A.5e | Clearly describe a comprehensive professional development plan (Strategy IV) that is aligned with teacher learning needs, including follow-up and monitoring strategies. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5f | Clearly describe processes for improving action steps based on data analysis. | | 1 | | Addresses criteria, but lacks sufficient detail in: Clearly describing the internal processes for improving action steps based upon the data analysis for Strategies I to IV for Math. | | | **1** | **Revised submission meets the criteria** |
| A.5g | Present a viable and adequate plan for managing student academic performance in Reading with action steps based on the systems described in the narratives, that includes a predicted baseline aligned with target population information provided in Section A.2. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5h | Present a viable and adequate plan for managing student academic performance in Mathematics with action steps based on the systems described in the narratives, that includes a predicted baseline aligned with target population information provided in Section A.2 | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5i | Identify the timeline, responsible party, evidence of meeting action steps, and budget for accomplishing each action step consistent with the narrative. | | 1 | | Addresses criteria, but lacks sufficient detail in: Identifying timelines and clear examples of evidence that will be used to determine whether each action step is accomplished in Strategies I to IV for Math & Reading. | | | **1** | **Revised submission meets the criteria** |
| A.5j | Provide a progression of action steps consistent with the narrative that are sequential, timely, and use data to contribute to the school's ability to meet the identified annual target. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5k | Create action steps within each strategy consistent with the narrative that complement and support the other strategies to the extent appropriate. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5l | Include adequate concrete artifacts to provide evidence of the implementation of each action step. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5m | Provide adequate resources (e.g., time, money, personnel, etc.) to implement the action steps that support the strategies. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5n | Identify budget needs that are clearly listed by amount and budget line item on the PMP template and consistent with the description of the line item in the Assumptions. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5o | Ensure consistency with the applicant's Education Plan. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| A.5 Total | | **0** | **5** | **10** | | **0** | **0** | **15** | |

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| A.6.6 | Curriculum Samples - 6th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.6.6.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.6.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.6.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.6.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.6.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score. | | 1 | | Meets the Criteria for Reading and Math<br><br>Addresses criteria, but lacks sufficient detail in: Providing an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score in Writing. | | **1** | | **Meets the Criteria for Reading and Math**<br><br>**Revised submission addresses the criteria, but lacks sufficient detail in: Providing an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score in Writing.** |
| A.6.6.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.6 Total | | **0** | **1** | **5** | | **0** | **1** | **5** | |
| A.6.7 | Curriculum Samples - 7th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
| A.6.7.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.7.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.7.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | 1 | | Meets the Criteria for Reading and Writing<br><br>Addresses criteria, but lacks sufficient detail in: Providing an opportunity for students to complete a summative assessment which is clearly separate from instruction and guided or independent practice in Math | | | **1** | **Meets the Criteria for Reading and Writing**<br><br>**Revised submission meets the criteria for Math** |
| A.6.7.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.7.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.7.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.7 Total | | **0** | **1** | **5** | | **0** | **0** | **6** | |

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| A.6.8 | Curriculum Samples - 8th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.6.8.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Instructional Strategies that would clearly provide a student opportunities to engage in the objective set by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.8.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Student Activities that would clearly provide a student with opportunities to engage in the objective set by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.8.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | 1 | | Meets the Criteria for Reading, Writing, and Math<br><br>Addresses criteria, but lacks sufficient detail in: Providing an opportunity for students to complete a summative assessment in which the student is assessed independently in Science. | | | **1** | **Meets the Criteria for Reading, Writing and Math**<br><br>**Revised submission meets the criteria for Science** |
| A.6.8.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard (for Science: Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.8.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score (for Science: Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the objective in the Required Standard is clearly demonstrated by an acceptable score). | | 1 | | Meets the Criteria for Reading, Writing, and Math<br><br>Addresses criteria, but lacks sufficient detail in: Providing a scoring rubric in Science which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the objective in the Required Standard is clearly demonstrated by an acceptable score. | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.8.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | **1** | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.8 Total | | **0** | **2** | **4** | | **0** | **0** | **6** | |

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|---|---|
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| A.6.9 | Curriculum Samples - 9th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.6.9.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Instructional Strategies that would clearly provide a student opportunities to engage in the objective set by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Student Activities that would clearly provide a student with opportunities to engage in the objective set by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard (for Science: Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the Required Performance Objective). | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score (for Science: Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the objective in the Required Standard is clearly demonstrated by an acceptable score). | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.9 Total | | **0** | **0** | **6** | | **0** | **0** | **6** | |
| A.6.10 | Curriculum Samples - 10th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
| A.6.10.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | 1 | | Meets the Criteria for Reading, Writing, and Math<br><br>Addresses criteria, but lacks sufficient detail in: Describing the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard for Science. | | | **1** | **Meets the Criteria for Reading, Writing and Math**<br><br>**Revised submission meets the criteria for Science** |
| A.6.10.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.10.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.10.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.10.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score. | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.10.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, Math, and Science | | | **1** | **Meets the Criteria for Reading, Writing, Math, and Science** |
| A.6.1 Total | | **0** | **1** | **5** | | **0** | **0** | **6** | |

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| A.6.11 | Curriculum Samples - 11th | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| A.6.11.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.11 Total | | **0** | **0** | **6** | | **0** | **0** | **6** | |
| A.6.12 | Curriculum Samples - 12th | **F** | **A** | **M** | **Technical Assistance / Comments** | **F** | **A** | **M** | **Technical Assistance / Comments** |
| A.6.12.a | Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12.b | Describe the Student Activities that would clearly provide a student with opportunities to engage in the Common Core Standard expectations set by the grade-level rigor, defined in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12.c | Provide an opportunity for the student to complete a summative assessment which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12.d | Provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12.e | Provide an answer key or scoring rubric which clearly describes, for each Summative Assessment Item, components to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12.f | Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan. | | | 1 | Meets the Criteria for Reading, Writing, and Math | | | **1** | **Meets the Criteria for Reading, Writing, and Math** |
| A.6.12 Total | | **0** | **0** | **6** | | **0** | **0** | **6** | |
| | **Part A Sub Total** | **0** | **18** | **61** | | **0** | **2** | **77** | |

**Applicant Group** Innovative Humanities Education Corporation

**Proposed School Name** Copper Point High School

| Part B | Operational Plan | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| B.1 | Applicant Entity | F | A | M | Technical Assistance / Comments | 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 | | | 1 | **Meets the Criteria** |
| B.1b | Provide an organizational chart and describe the reporting structure within the organization consistent with the narrative. | | 1 | | Addresses criteria, but lacks sufficient detail in: Describing the Vice Principal's position and the school's organizational structure. | | | 1 | **Revised submission meets the criteria** |
| B.1c | Clearly describe any subsidiary relationship of the Applicant entity to another organization. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1d | Identify any current or prior charter operation by the Applicant, including the authorizer, timeframe, and nature of involvement. | | | 1 | Meets the Criteria | | | 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 | | | 1 | **Meets the Criteria** |
| B.1f | Identify any current or prior charter operation by any Principal, including the authorizer, timeframe, and nature of involvement. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1g | Be consistent with the background information provided for each individual. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1h | Ensure consistency with information listed on Title Page. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1i | Ensure consistency with the contents of the application package. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1j | Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.1 Total | | **0** | **1** | **9** | | **0** | **0** | **10** | |
| B.2 | Governing Body | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
| B.2a | Clearly identify if the corporate board for Applicant will act as the School Governing Body, or if a School Governing Body separate from the corporate board will be established. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.2b | Include a clear description of the responsibilities of the governing body as per ARS§15-183.E.8. | | 1 | | Addresses criteria, but lacks sufficient detail in: Including a clear description of the governing body's responsibilities, including skills and experience. | | | 1 | **Revised submission meets the criteria** |
| B.2c | Provide a description of the composition of the governing body. | | 1 | | Addresses criteria, but lacks sufficient detail in: Providing a clear description of the composition of the governing body. | | | 1 | **Revised submission meets the criteria** |
| B.2d | Describe the process for filling vacancies on the school governing body. | 1 | | | Does not Meet the Criteria | | | 1 | **Revised submission meets the criteria** |
| B.2e | Be consistent with all sections of the application package. | | | 1 | Meets the Criteria | | | 1 | **Meets the Criteria** |
| B.2 Total | | **1** | **2** | **2** | | **0** | **0** | **5** | |

**Applicant Group** Innovative Humanities Education Corporation

**Proposed School Name** Copper Point High School

| B.3 | Management and Operation | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| B.3a | Provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| B.3b | Present an 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:<br>i. Instruction,<br>ii. Curriculum and Assessment (mandated State testing),<br>iii. Staff Development,<br>iv. Financial Management,<br>v. Contracted Services,<br>vi. Personnel,<br>vii. Grants Management, and<br>viii. Student Accountability Information System (SAIS). | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| B.3c | Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities. | | 1 | | Addresses criteria, but lacks sufficient detail in:<br>Identifying critical, related, and/or required skills or experience that will indicate sufficient qualification for fulfillment of each oversight responsibility listed in B.3.b. | | | **1** | **Revised submission meets the criteria** |
| B.3d | Be consistent with all sections of the application package. | | 1 | | Addresses criteria, but lacks sufficient detail in:<br>Being consistent in sections of the application package regarding the Vice Principal -- see comments in B.1.b. | | | **1** | **Revised submission meets the criteria** |
| B.3 Total | | **0** | **2** | **2** | | **0** | **0** | **4** | |
| B.3.2 | Contracted Services | **F** | **A** | **M** | **Technical Assistance / Comments** | **F** | **A** | **M** | **Technical Assistance / Comments** |
| B.3.2a | Delineate all areas, if any, which may require the Applicant to seek outside expertise. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| B.3.2b | Discuss the professional qualifications expected of those to be retained to perform each listed contracted service. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| B.3.2c | 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 | | | **1** | **Meets the Criteria** |
| B.3.2d | Provide clear and specific sources for costs of each listed contracted services. | | 1 | | Addresses criteria, but lacks sufficient detail in:<br>Providing clear and specific sources for costs for all listed contracted services. | | | **1** | **Revised submission meets the criteria** |
| B.3.2e | Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| B.3.2 Total | | **0** | **1** | **4** | | **0** | **0** | **5** | |
| | **Part B Sub-Total** | **1** | **6** | **17** | | **0** | **0** | **24** | |

**Applicant Group** Innovative Humanities Education Corporation

**Proposed School Name** Copper Point High School

| Part C | Business Plan | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C.1 | Facilities Acquisition | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
| C.1a | Identify and describe the facility necessary to implement the program. Include 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 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1b | 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.<br>Or<br>Provide details of already-acquired facility, purchased land, or proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1c | Identify a timeframe for securing an appropriate facility consistent with the start-up date of the school identified on the Target Population Page. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1d | Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1e | Describe any financial arrangements that have been made for securing the facility. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1f | Ensure the Layout of Space is consistent with the narrative. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1g | 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 | | | **1** | **Meets the Criteria** |
| C.1h | Be consistent with all sections of the application package. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.1 Total | | **0** | **0** | **8** | | **0** | **0** | **8** | |
| C.2 | Advertising and Promotion | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
| C.2a | Provide a clear description of an advertising/promotion plan that appears viable and adequate to support the number of students included in the Three-Year Operational Budget. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.2b | Describe how the costs associated with the advertising/promotion 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 | | | **1** | **Meets the Criteria** |
| C.2c | Provide clear and specific sources for costs associated with the advertising/promotion plan. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.2d | Provide a viable and adequate timeframe for advertising/promotion consistent with the start-up date of the school identified on the Target Population Page. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.2e | Describe the proposed fair and equitable enrollment procedures, including the timeframe, waitlist, lottery, and the like, and documents to be included in the enrollment packet. | 1 | | | Does not Meet the Criteria | | **1** | | **Revised submission addresses criteria, but lacks sufficient detail in: Describing the proposed fair and equitable enrollment procedures, including the timeframe, waitlist, lottery,and the like.** |
| C.2f | 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 | | | **1** | **Meets the Criteria** |
| C.2 Total | | **1** | **0** | **5** | | **0** | **1** | **5** | |

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|---|---|
| **Applicant Group** | Innovative Humanities Education Corporation |
| **Proposed School Name** | Copper Point High School |

| C.3 | Personnel | F | A | M | Technical Assistance / Comments | F | A | M | Technical Assistance / Comments |
|---|---|---|---|---|---|---|---|---|---|
| C.3a | Provide 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, to include 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 | | | **1** | **Meets the Criteria** |
| C.3b | Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.3c | 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 | | | **1** | **Meets the Criteria** |
| C.3 Total | | **0** | **0** | **3** | | **0** | **0** | **3** | |
| C.4 | Start-Up Budget | **F** | **A** | **M** | **Technical Assistance / Comments** | **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 | | | **1** | **Meets the Criteria** |
| C.4b | List expenditures to cover the start-up plans described in the application package. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.4c | Demonstrate through the assumptions that the amounts listed are viable and adequate. | | 1 | | Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions, that amounts listed for furniture are viable and adequate. | | | **1** | **Revised submission meets the criteria** |
| C.4d | Ensure revenues cover expenditures. | | | 1 | Meets the Criteria | | | **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 | | | **1** | **Meets the Criteria** |
| C.4f | Be consistent with all sections of the application package. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.4 Total | | **0** | **1** | **5** | | **0** | **0** | **6** | |
| C.5 | Three-Year Operational Budget | **F** | **A** | **M** | **Technical Assistance / Comments** | **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 | | | **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 | | | **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 | | | | **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 | | | **1** | **Meets the Criteria** |
| C.5e | Demonstrate through the assumptions that the amounts listed are viable and adequate. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.5f | If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.5g | Ensure revenues cover expenditures. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.5h | Be consistent with all sections of the application package. | | | 1 | Meets the Criteria | | | **1** | **Meets the Criteria** |
| C.5 Total | | **0** | **0** | **7** | | **0** | **0** | **7** | |
| | **Part C Sub-Total** | **1** | **1** | **28** | | **0** | **1** | **29** | |
| **Grand Total** | **Parts A, B, and C** | **2** | **25** | **106** | | **0** | **3** | **130** | |

| | |
|---|---|
| **SUMMARY** | **No scoring area in Part A, B, or C received a score of Falls Below** |
| | **No more than one scoring area in each section scored Approaches** |
| | **Educational Plan Meets 95% Test** |
| | **Operational Plan Meets 95% Test** |
| | **Business Plan Meets 95% Test** |
| **CONCLUSION** | **Meets the Criteria, Therefore Proceeds to Interview** |