AGENDA ITEM: NEW CHARTER APPLICATION – JOHN HANCOCK ACADEMY, INC.

John Hancock Academy, Inc. submitted a complete charter application package for the Board's consideration. The revised application package does not meet the requirements set by the Board for the 2013-2014 application cycle. This report contains:

1. A brief introduction to the application package,
2. An overview of each section of the application package, including:
    a. A description of the proposed education plan,
    b. A description of the applicant's organization with a summary of information submitted regarding applicant education and experience,
    c. A description of the applicant's business plan, and
    d. Information from the in-person interview,
3. The overall score for the application package,
4. Additional information regarding affiliations with current or prior charter operations, and
5. Staff's recommendation regarding this application package.

Additional items in the portfolio include:

- A copy of the final scoring rubric which confirms the application package does not meet the requirements as demonstrated through the review of the preliminary application package submitted on June 30 (including the technical assistance provided to the applicant) and review of the revised application package submitted on December 18, and
- Each section of the revised application package.
- A copy of the applicant's request that the revised application package not meeting the scoring criteria move forward for Board consideration.
- Documents related to additional background information

A link to the audio recording of the in-person interview is found on agenda item M.3.

APPLICATION INTRODUCTION

John Hancock Academy, Inc. is an Arizona non-profit corporation formed in 2012. The authorized representatives for the corporation are Delite Gaddie and Reed Gaddie. The proposed school, John Hancock Academy, will serve grades K-6 in Chandler.

Mission Statement

The stated mission of John Hancock Academy is as follows: John Hancock Academy is established with a mission to provide a learning environment that will improve student achievement in the basic skills aligned to state academic standards. John Hancock Academy commitment is to have a teacher in every classroom who cares that every student, every day learns and grows, and experiences success.

Target Population

John Hancock Academy is projected to be located along the 202 corridor in the East Valley, at the crossroads of McQueen Rd. and E. Willis Rd in Chandler, Arizona. Based on the community and student economic and demographic profiles of the target area, the applicant estimated the following general profile, established on averages in the target area: 65% White, 23% Hispanic, 6% Asian, 6% Black, <1% American Indian or Alaska Native, 10%-40% eligible for free or reduced-price lunch program, 6% English language learners, 12% Special Education.

Student Count

Year	Grades Served	# of Students	# of Sites
1	K-6	350	1
2	K-6	510	1
3	K-6	570	1

School Calendar
Standard, 180 days

A. EDUCATION PLAN

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

Educational Philosophy
The education model to be implemented at John Hancock Academy will be the Gaddie Educational Model, which the applicant describes as being built on the basic educational traditions and values of the 1800s. The Gaddie Educational Model incorporates a philosophical approach in which students master skills before moving on. The described goal of the Gaddie Educational Model is to create an academic program that enables students to become academic achievers who produce quality work, who are extremely knowledgeable of literature, who compute and solve basic and intermediate math problems, and are equipped with the necessary skills to succeed in their junior high, high school, and college education experiences.

Program of Instruction
Framework: The narrative states that John Hancock Academy will use a proprietary curriculum and instructional methodology aligned to the educational philosophy of history, heritage, and character, developed, tested and refined by the founder, Delite Gaddie, over a thirty-year period. The Reading curriculum includes both proprietary resources and outside materials such as The McGuffey Readers, Evan-Moor Non-Fiction, Harcourt Publishers, and Sadlier-Oxford in a phonics-based curriculum which the applicant describes as developing a strong foundation in reading skills and comprehension which mirrors English Language Acquisition programs. The math curriculum in the Gaddie Educational Model is described as having foundations in Strayer-Upton Practical Arithmetic, developed by George Strayer, Professor of Education and Clifford Upton, Professor of Mathematics at the Teachers College, Columbia University in 1928. This approach takes a step-by-step approach to build mastery beginning with the concrete and moving to the abstract. Science and Social Studies resources will include materials from Harcourt Publishers. Strong character, self-discipline, leadership skills and life skills are fully integrated and are indispensable part of the Gaddie Educational Model. The model combines the "Character First!" program with the core curriculum reading texts, the McGuffey and Harper Readers, from the 1800s to enhance the goals for building character. These texts are filled with uplifting stories and poetry of character, hope, and patriotism. The books were also published during a time in American history when educational expectations were high and laced with moral values and patriotism. The model includes teaching "The Seven Habits of Highly Effective People" to all students, encouraging students to be proactive with their lives and take on leadership roles in their communities.

Methods of Instruction: The narrative lists the following to be used as methods of instruction in the Gaddie Educational Model:

- Ability Grouping
- Intensive "Phonics-First" Instruction

- Direct Instruction
- Mastery-Based Instruction
- Socratic Method

Methods of Assessment: The narrative lists the following to be used as their methods of assessment: Formative assessment strategies include:

- Teacher observations of student performance;
- Questioning strategies: daily oral and written questions and answers of the students.
- Short tests and quizzes: daily written textbook or teacher generated tests and quizzes
- Self and peer group assessments;
- Student read-alouds;
- Descriptive feedback (such as telling students what they are doing well and why).
- Assignments, which involve library or internet research.

The Gaddie Educational Model incorporates a School Assessment Program that includes:

- Wide Range Achievement Test (WRAT): This test is utilized for every student, each year as a pre-test, and post-test in reading, spelling and mathematics.
- The DIBELS® measures of reading skills will be used three times a year for instructional decision-making.
- Galileo K-12 Online will be used to monitor the 2nd through 6th grade students' mastery of the Arizona State Standards.
- The Gaddie Educational Model also incorporates Response to Intervention to identify a student's frustration level and assign tutoring.
- Teacher generated assessments: Monthly grade level meetings will be held by the Curriculum Coordinator to instruct and ensure that teachers are covering instructional material that meets the Arizona Standards the assessments align with the standards.
- Curriculum publisher generated assessments
- Arizona required criterion based testing – AIMS
- National norm referenced testing – Stanford 10

PMP

The Performance Management Plan (PMP) for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement, and professional development are ready to be implemented.

The applicant submitted a PMP that met the criteria in all areas for both Reading and Math.

Curriculum Samples

Curriculum samples for John Hancock Academy were provided for grades K-6. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details can be found in the attached Scoring Rubric.

Grade	Math	Reading	Writing	Science
K	+	+	-	
1	+	+	-	
2	+	+	-	
3	+	+	+	
4	+	+	-	+
5	+	+	-	
6	+	+	-	

EDUCATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
26/80 scoring areas (33%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Education Plan.

The individuals who participated in the interview answered questions with responses that restated information found in the preliminary written Education Plan, resulting in no additional or clarifying information being obtained.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
7/80 scoring areas (9%) did not meet the criteria.

B. ORGANIZATION PLAN

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

John Hancock Academy, Inc. is a non-profit corporation, located in Mesa, Arizona, that was created on April 27, 2012 for charitable and educational purposes with one Director, Delite Gaddie. Reed Gaddie became a director on June 27, 2012.

Education Service Provider
John Hancock Academy, Inc. does not intend to contract with or have a governance relationship with an Educational Service Provider.

School Governing Body
Pursuant to A.R.S. 15-183 (E)(8), a School Governing Body separate from the corporate board will be established. In the event of a vacancy, the Governing Board may, at its option, solicit letters of application from members of the public interested in serving on the Governing Board. A Director may nominate a person to serve as a Governing Board member. Vacancies on the Governing Board shall be filled by the Board of Directors of the corporation. The Corporate Board appoints and removes persons serving on the Governing Board.

School Governing Body Member Type	Number	Name
Organization Principal(s)	1	Delite Gaddie
School Staff		
Parent(s)		
Community	1	Harry Matthews
Other-Business Community		
Other – Institute of Higher Education		
Other	1	TBD

Roles and Responsibilities

Corporate Board	Governing Body
• The Corporate Board is Responsible for the organizational, fiscal and legal matters of the corporation. • The Corporate Board is the Charter Holder, oversees the charter contract and approves major financial commitments, provides fiscal guidance to the School Governing Board, The Corporate Board selects and appoints the Governing Board for the school.	The Governing Board has primary responsibility for the development and review of school policies and procedures and in making major policy and operational decisions for the school. Those decisions include: • Determine the charter school mission and purpose. • Select the School Principal. • Support the School Principal and review her or his performance. • Ensure effective organizational planning. • Ensure availability and utilization of adequate resources. • Ensure management of the school resources effectively. • Determine and monitor the charter school's programs and services. • Enhance the charter school's public image. • Assess its performance.

Charter Principals Background Information

Authorized Representative: *Delite Gaddie*
Confirmed Education History: No post-secondary degree claimed
Confirmed Employment History: Co-owner and Founder, Gaddie Curriculum & Education Consulting, Inc., 2006 – Present; Founder/ Secretary/Treasurer, Happy Valley School, 2000-Present
Arizona FCC Expires: 07/28/2016
Review of Individual Financial Position: No follow-up required
Current or Past Charter Affiliations: Happy Valley School, Inc. – Happy Valley School meets the Board's Academic Performance Expectation; Happy Valley School East school opened 08/06/2012, academic data is not yet available for determining school performance.

Authorized Representative: *Reed Gaddie*
Confirmed Education History: No post-secondary degree claimed
Confirmed Employment History: Facilities Supervisor, Happy Valley School, 2000-2009 (See Additional Background Information)
Arizona FCC Expires: 09/27/2017 (See Additional Background Information)
Review of Individual Financial Position: No follow-up required
Current or Past Charter Affiliations: Arizona Vocational Training, LLC (See Additional Background Information)

ORGANIZATION PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:
9/24 scoring areas (38%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Organization Plan.

The individuals who participated in the interview were able to answer questions with responses that provided clarification or added detail to the preliminary written Organization Plan.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:
0/24 scoring areas (0%) did not meet the criteria.

C. BUSINESS PLAN

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

Site Information

Proposed School Name:	John Hancock Academy
Proposed Location:	Unconfirmed location: Parcel 303-29-023C, located on the south side of Willis Road, just North of Hwy 202, 0.25 Miles East of McQueen Road; Lot Square Footage: 206,387 SF; in the event that this parcel is not available other options are: • 303-29-006A – Located on the south side of Willis Road, just North of Hwy 202, 0.25 Miles East of McQueen Road; Lot Square Footage: 189,094 SF • 303-29-031J - Located on the north side of Willis Road, just North of Hwy 202, 0.25 Miles East of McQueen Road; Lot Square Footage: 206,910 SF • 303-29-031H – Located on the north side of Willis Road, just North of Hwy 202, 0.30 Miles East of McQueen Road; Lot Square Footage: 206,910 SF • 303-28-027H – Located on the west side of McQueen Road, just South of Hwy 202; Lot Square Footage: 262,693 SF • 303-29-014H – Located on the east side of McQueen Road, just South of Hwy 202; Lot Square Footage: 244,863 SF • 303-29-015C - Located on the east side of McQueen Road, 0.25 miles South of Hwy 202; Lot Square Footage: 396,438 SF
Proposed/Secured Facility:	The facility will consist of a newly constructed building 38,000 Sq. Ft. with 17 classrooms for instruction (min 30 student capacity each), business offices and reception area, and cafeteria/assembly hall. Additional 6-classroom permanent modular building (approx. 900 Sq. Ft. in each classroom) will be added before year two of operations to accommodate the projected student enrollment growth in years 2 and 3.

Budget

Start-up Budget

The start-up budget, in the amount of $45,000, covers the costs described in the Start-Up Budget Assumptions narrative with revenue that has been verified. At the end of the start-up period, verified revenue exceeds expenditures.

Secured Funds

The applicant has secured a personal pledge from Delite Gaddie of Gaddie Curriculum & Educational Consulting, Inc. for start-up purposes. The secured funds, in the amount of $45,000 as stated by the applicant, are available as confirmed by Wells Fargo Bank.

Annual Operating Budgets

The operating budget for Year One is based on 100% of anticipated student enrollment of 350 students, with a projected per-student equalization funding of $6123 as calculated based on FY2012 revenue worksheets, including base support level weights, and weighted students counts, but without additional assistance multipliers. At the end of each year revenue exceeds expenditures, with the following year-end balances: Year 1 ($24,099); Year 2 ($49,722); Year 3($123,318).

BUSINESS PLAN FINDINGS

PRELIMINARY WRITTEN APPLICATION PACKAGE:

9/28 scoring areas (32%) did not meet the criteria.

During the in-person interview the applicant responded to the questions regarding the submitted Business Plan.

The individuals who participated in the interview answered questions with responses that restated information found in the preliminary written Business Plan, resulting in no additional or clarifying information being obtained.

The TRP provided the applicant with written technical assistance based on its review of the preliminary written application package and responses provided during the interview.

REVISED WRITTEN APPLICATION PACKAGE:

2/28 scoring areas (7%) did not meet the criteria.

OVERALL SCORE

Preliminary application package: 25% of the scoring areas did not meet the criteria.

Revised application package: 7% of the scoring areas did not meet the criteria.

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. References to specific documents are included in the portfolio folder titled Additional Background Information.

Issue	Information
Past Affiliation: Arizona Vocational Training, LLC	Reed Gaddie was a member of Arizona Vocational Training, LLC which held a charter that was revoked by Window Rock Unified School District No. 8 on March 30, 1998 as reflected in the Findings and Final Recommendations of the Hearing Officer and the Minutes of the March 30, 1998 meeting of Window Rock Unified School District No. 8.
Employment Discrepancy	The Background Information Sheet submitted for Reed Gaddie stated that his current employment was as Facility Maintenance/Curriculum Consultant for Happy Valley School, Inc. from July 2000 to present. The phone number provided and used for the initial employment confirmation was the personal phone number for Delite Gaddie, his mother. Happy Valley School was contacted directly but was unable to confirm Mr. Gaddie's employment in the position of Curriculum Consultant. Staff notified Mr. Gaddie that there was a discrepancy between the information provided and what the employer was able to verify and requested that he provide documentation to support the position of Curriculum Consultant for Happy Valley School, Inc. On January 30, 2013 staff received a letter from Reed Gaddie stating that the office of Happy Valley School is unaware of any work that he had done on the curriculum. This letter also indicated that Ernest Gaddie, his father, supervises the curriculum development at Happy Valley School and could verify that Reed makes contributions to Happy Valley Schools' curriculum. On January 30, 2013 staff received a letter from Ernest Gaddie. With regard to curriculum, Ernest stated that Reed Gaddie worked with a former school teacher and drafted a simplified version of Happy Valley School's phonics curriculum.
Discrepancy in Relationship with Happy Valley Schools, Inc.	On January 11, 2007 staff were notified that Reed Gaddie had been denied a Fingerprint Clearance Card by the Arizona Department of Public Safety pursuant to A.R.S. 41-1758.03.C. On February 5, 2007 staff received a letter from Glen Gaddie, the charter representative for Happy Valley School that stated that Reed Gaddie was employed at the school as Facilities Manager and had no contact with students. On January 9, 2013 John Hancock Academy Inc. submitted a request that the application move forward to the Board for consideration. In this and subsequent communications, Reed Gaddie referred to the character and reputation of John Hancock Academy as being that of Happy Valley School. On January 14, 2013 clarification regarding this was requested of Happy Valley School. On January 22 Glen Gaddie, Director of Happy Valley School responded that John Hancock Academy has not intended to be associated with Happy Valley School, and never wanted to do so. He also stated that the two schools are to be independent of each other and that the only common thread existing between the two is Delite Gaddie, who was involved in the founding and operation of Happy Valley School and serves on the board of directors of both Happy Valley School, Inc. and John Hancock Academy, Inc.

Affidavit, Disclosure, and Consent for Background Check	Mr. Gaddie indicated an answer of yes to the question: *Have you ever been convicted of or pled "no contest" for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.* In the details provided, Mr. Gaddie stated that he had been charged for possession of drug paraphernalia. He stated that he attempted to obtain a copy of the court case but found that it was no longer available. Staff researched the case and found that Mesa Municipal Court is no longer required to retain these records pursuant to the records retention schedule described in Supreme Court Rule 29, Administrative Order #99-80. Mr. Gaddie indicated an answer of yes to the question: *Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving distribution of marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children as defined in A.R.S. § 13-604.01, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.* Mr. Gaddie stated that he was arrested for patting his two year old daughter on the diaper and subsequently attended an anger management course. Staff researched the case and found that on June 18, 2002 Reed Gaddie entered a plea of guilty to Aggravated Assault, Class 6 Felony (Non Dangerous – Non Repetitive). Judgment was entered on July 18, 2002. On December 17, 2004 all proceedings were dismissed.

BOARD OPTIONS

Option 1: The Board may approve the application package. 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, and given it is within the sole discretion of the Board to approve or deny a charter, I move to approve the application package and grant a charter to John Hancock Academy, Inc. to establish John Hancock Academy charter school to serve grades K-6.

Option 2: The Board may deny the application package. Staff recommends the following language 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, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application package and deny the request for a charter of John Hancock Academy, Inc. to establish a charter school for the reason(s) that its application failed to meet the requirements of Title 15, Chapter 1, Article 8 due to:

- Lack of an Education Plan that includes a program of instruction that improves pupil achievement in the target population that meets the Board's criteria as stated in the scoring rubric and demonstrated through responses to interview questions,
- Lack of a Writing curriculum aligned to state standards as stated in the scoring rubric, and
- Lack of a Business Plan that meets the Board's criteria as stated in the scoring rubric

And I move to reject the application package and deny the request for a charter of John Hancock Academy, Inc. to establish a charter school for the reason(s) that:

- The applicant is not sufficient qualified to operate a charter school due to Mr. Gaddie's prior operation of a charter school whose charter was revoked in March 1998 by its sponsor, Window Rock Unified School District, for numerous significant and serious violations of its charter and state law. These violations evidence a lack of accountability and an unwillingness or inability to comply with state statutes and the charter contract in Mr. Gaddie's previous operation of a charter school. The violations also included the charter school's failure to comply with laws relating to health and safety, and failure to comply with Arizona's fingerprinting requirements. These violations in particular affect the safety and welfare of students.