

AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

Request

Arizona Online Academy, Inc. (“Applicant”) submitted a new charter application package on May 25, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package does not meet the minimum scoring requirements set by the Board for the 2019-2020 application cycle. Arizona Online Academy, Inc. has requested that the revised application package not meeting the scoring criteria move forward for Board consideration. The Applicant also attended a capacity interview conducted by the TRP. Upon consideration of the application package and results of the capacity interview, the TRP recommends that the revised application package for the Applicant be denied.

Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Arizona Online Academy	August 5, 2019	Online	K-12	180 days

Mission Statement

The mission of Arizona Online Academy is to create future leaders passionate about making a positive contribution to their local and global communities. This will be accomplished by • Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of Arizona’s State Standards through a personalized learning approach • Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility • Cultivating international awareness through the acquisition of a second language • Developing skills leading to independence in continued learning • Developing 21st Century Learning Skills • Provide students with the balance of flexibility and support they need to be successful in the online environment.

Target Population

The following summary was summarized from the Applicant’s Educational Plan A.2: Target Population narrative.

The Applicant proposes to operate an online school that serves K-12 students statewide. Arizona Online Academy (“School”) plans “to serve a population that is approximately 45% Hispanic, 39% White, 5% Native American/Alaskan Native, 5% African American, and 4% multiracial or other”. The School plans to serve students who have chosen an online school because they desire a wider range of academic options, live in a rural area, require a personalized approach to learning, have a unique schedule, have health issues, or who are at a higher risk of not receiving a high school diploma.

Three Year Plan

	FY 2020	FY 2021	FY 2022
Grade Levels	K-12	K-12	K-12
Enrollment	2600	2600	2600

Proposed Location (see Business Plan C.1: Facilities Acquisition):

The Applicant plans to operate a full-time online program, where all staff will work from virtual home offices and all students attend school from home. The Applicant plans to secure temporary facilities for state testing such as library meeting rooms, hotel conference rooms, and other community meeting places. The Applicant states that “the school will ensure that all students will have a testing location available to them that is within a reasonable proximity to their homes”.

Program of Instruction

This summary is based on information submitted for the Applicant’s Educational Plan A.1: Educational Philosophy and A.3: Program of Instruction narratives.

According to the Applicant, students will receive access to an academically rigorous college preparatory program consistent with a curriculum based on the Arizona state Standards. The proposed instructional model will allow for “a flexible learning experience in a structured environment” in which “students learn by accessing the online curriculum, which is available 24 hours a day, seven days a week. “Students and parents can access assistance from teachers through weekly live class sessions, private office hours, phone calls, texts, and emails. “Parents/Guardians are heavily involved in their children’s learning experience and are referred to as Learning Coaches.” The School’s courses would “incorporate curricula from a variety of nationally recognized online publishers” that would combine a “vast amount of skill-appropriate learning

resources". The students "will utilize asynchronous, online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction, and collaborative projects".

The Applicant proposes to open an online school; therefore, it was required to submit an Arizona Online Instruction additional information package ("AOI package") as a component of its written application package. An administratively complete AOI package was not submitted by the provided deadline, which was originally set for August 15, 2018, and was extended to August 20, 2018.

Governance

Corporate and School Governing Body Members	Type
Brenda Koerselman	Community
Mickey Nunez	Community

See Charter Principal Resumes in Appendix B.

TRP Recommendation and Scoring

The TRP assessed the application package against the evaluation criteria published in the New Charter Application Instructions. Approval is based on either receiving 95% or higher for each plan (Educational, Operational, and Business) and/or through showing capacity throughout the interview process. The following is a summary of the evaluation information in support of the recommendation by the TRP based on the revised application package and the capacity interview.

Overall Scoring Results

	Preliminary TRP Scores		Revised TRP Scores	
Any Falls Below the Expectations ratings?	Yes		Yes	
Any section in which more than one evaluation area scored Approaches?	Yes		Yes	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	36%	No	66%
Operational Plan Score ≥ 95% Meet standard?	No	30%	No	83%
Business Plan Score ≥ 95% Meet standard?	No	36%	No	73%

The TRP provided the Applicant with written technical assistance based on its review of the preliminary written application package and the revised written application package prior to the in-person capacity interview.

TRP Recommendation

Based on the Applicant’s application package and the in-person capacity interview, the TRP recommends that the revised application package be denied. A full explanation of the TRP’s recommendation is provided in Appendix A.

Recommendation Report

Applicant Background Summary

Additional data is provided in relation to the Applicant’s principals’ experience and qualifications, as an indicator of the Applicant’s ability to implement a charter or operate a charter school.

Principal Name: Mickey Nunez

Current Affiliation(s): None

Past Affiliation(s) of Note:



- 2 years as a Teacher/Academic Advisor/Coach at Joy Christian High School (Glendale)
- 7 years as an Ambassador of Compassion at Lift Up Resiliency Initiative (Mission Viejo, CA)
- 10 years as Adjunct Faculty at Maricopa Community Collee District (Tempe)

Principal Name: Brenda Koerselman

Current Affiliation(s): 4 years as a Librarian at Gilbert Public School (Gilbert)

Past Affiliation(s) of Note:

- 2 years as a Media Specialist at Higley Unified School District (Gilbert)

Education Service Provider Background Information

This summary is based on information submitted for the Applicant’s Operational Plan B.3.1: Education Service Providers. Additionally, as part of the due diligence process, staff reviewed the academic performance of the ESP the Applicant intends to contract with.

The Applicant intends to contract with A3 Education (“ESP”), a non-profit Education Management Organization. A3 manages schools in Florida, Oregon, and California. The ESP agreement indicates that A3 Education will provide curriculum, recruit and hire quality teachers and staff, and will provide professional development services. Additionally, A3 Education will provide training for the Applicant’s board.

Florida

The ESP manages two charter schools in Florida. The State of Florida uses a letter grade accountability system. The academic performance of these schools, as reported by the Florida Department of Education, is in the chart below.

School Name	Model	Grades Served	FY 2017 Letter Grade	FY 2018 Letter Grade
Burns Science and Technology Charter School	Traditional	K-8	A	A
Ivy Hawn Charter School of the Arts	Traditional	K-8	A	A

Oregon

The ESP also manages one online charter school in Oregon. According to the Applicant’s narrative, the school is a newly approved program which commenced enrollment in February of 2018, therefore state performance data was not available.

California

The ESP also manages nine schools in California. The standardized tests used for evaluation of academic performance for grades 3-12 is the Smarter Balance Assessment System. Students who take a Smarter Balanced Assessment receive an overall score of Standard Not Met, Standard Nearly Met, Standard Met or Standard Exceeded. The academic performance data from the Smarter Balance Assessment System for the schools operated by A3 Education are listed below.

School Name	Model	Date Opened	Grades Served	FY18 Enrollment	% of Students Meeting or Exceeding Standard in 2017: ELA	% of Students Meeting or Exceeding Standard in 2017: Math
California Prep Sutter K-7	Online	July 1, 2015	K-7	92	29%	21%
California Prep Sutter 8-12	Online	July 1, 2015	8-12	106	54%	18%
California STEAM San Bernardino	Online	July 1, 2016	K-12	945	42%	15%
California STEAM		July 1, 2016	K-12			



Santa Barbara	Online			51	57%	19%
Uplift Monterey	Online	August 23, 2016	K-12	138	32%	36%
Uplift California North Charter School	Online	July 1, 2017	9-12	14	*	*
Uplift California Santa Barbara	Online	July 1, 2017	K-12	463	*	*
Uplift California South Charter School	Online	July 1, 2017	9-12	46	*	*
California Academy of Sports Science Fresno	Online	September 12, 2017	K-12	36	*	*

*Assessment data for schools that opened in Fiscal Year 2018 is not yet available.

