

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

Educational Models for Learning, Inc. (“Applicant”) submitted a new charter application package on April 19, 2018. The Technical Review Panel (“TRP”) evaluated the application package and determined that the revised application package meets the minimum scoring requirements set by the Board for the 2019-2020 application cycle. 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 approved.

### Applicant Summary

Proposed School Name	Target Start Date	School Location	Grade Levels	School Calendar
Educational Models for Learning - Arizona	August 7, 2019	South Scottsdale	9-12	180 days

### Mission Statement

Educational Models for Learning-Arizona will implement personalized, educational programs to facilitate student achievement. These educational programs will demonstrate standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

### Target Population

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

The Applicant States: Educational Models for Learning – Arizona (EML-AZ) intends to serve a student population that is representative of the demographics of the community and schools located within the South Scottsdale area. EML-AZ is proposing to serve students and families with children who have attended chronically underperforming schools in grades 9-12. The Applicant will strategically position its school within a 5-mile radius of Coronado High School. Coronado High School has an ethnic distribution of approximately 3% Asian, 8% American Indian, 7% African American, 56% Hispanic, and 25% White and 68% of the students are on Free and Reduced Lunch. The academic performance rates for the target population indicate that 62% of students are minimally proficient for ELA, 56% are minimally proficient for math, and 60% are minimally proficient for science.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	9-12	9-12	9-12
<b>Enrollment</b>	112	157	192

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

Unconfirmed locations:

- 2221-2225 N. Scottsdale Rd., Scottsdale (preferred location)
- 2024 W. 1st St., Tempe
- 1419 W. 12th Pl., Tempe
- 1219 S. McClintock Dr., Tempe
- 5017 E. Washington St., Phoenix, AZ

### 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.*

The Applicant’s core curriculum aligns with its philosophy of providing a quality educational option for students with instruction that “provides personalized, rigorous options for multiple learning styles”. Students will have a Pathways Personalized Education Plan (PPEP), and will meet daily with their teacher, who guides the PPEP to “correlate with academic needs and deficiencies”. Teachers will use strategies that include a Blended Learning Flex Model via an online curriculum content provider, such as Edgenuity, and textbooks from Pearson or a similar provider. Teachers will also provide collaborative learning, interactive learning groups of 5-7 students, and one-on-one direct instruction.

Corporate and School Governing Body Members	Type
Vicki L. Barber	Charter Organization
Tom R. Davis	Charter Organization
Arlene Gluck	Charter Organization

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	No
Any section in which more than one evaluation area scored Approaches?	Yes	No

	Percent Meets		Percent Meets	
Educational Plan Score ≥ 95% Meet standard?	No	73%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	No	77%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	91%	Yes	100%

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 approved. 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: Tom Davis

Current Affiliation(s): 5 years as an Independent Consultant at the Altus Institute (San Diego, CA)

Past Affiliation(s) of Note:

- 2 years as an Independent Consultant at Total School Solutions (Fairfield, CA)
- 18 years as a Principal with the Redlands Unified School District (Redlands, CA)

### Principal Name: Arlene Gluck

Current Affiliation(s): None

Past Affiliation(s) of Note:

- 7 years as a member of the Board of Trustees for Mirus Charter Schools (Hesperia, CA)
- 22 years as Principal with the Hesperia Unified School District (Hesperia, CA)



**Principal Name: Vicki Barber**

Current Affiliation(s):

- Consultant with the Eldorado County Office of Education in various roles (Placerville, CA)
- 5 years as President of Barber & Barber, Inc. (Goodyear, AZ)

Past Affiliation(s) of Note:

- 30+ years in various roles (Superintendent, Deputy Superintendent, Assistant Superintendent, and Director of Special Services) with El Dorado County Office of Education (Placerville, CA)