

## AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

### Request

New Learning Ventures, Inc. (“Applicant”) submitted a new charter application package on April 23, 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
Phoenix Modern	August 5, 2019	Phoenix	K-8	180 days

### Mission Statement

The mission of Phoenix Modern is to support a diverse community of learners in developing the skills, mindset and character that best prepare them for positive, healthy and productive engagement in the world.

### Target Population

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

The Applicant is proposing to serve students in Central Phoenix. The targeted boundaries are Jefferson Street to the South, Bethany Home Avenue to the north, 40th Street to the east, and 19<sup>th</sup> Avenue to the west. Potential students will most likely reside in one of the following Phoenix villages: Alhambra, Encanto, Central City, or Camelback East. This target area draws students from the Phoenix Elementary, Osborn, and Creighton school districts. The target community is home to more than 50,000 students between the ages of 5 and 14, with an estimated one to two percent annual growth rate, and the majority of families being Hispanic, the second most prevalent race being white. The Applicant plans to “serve a diverse student population with at least 40% of students coming from disadvantaged families, while also attracting wealthier families.” In addition, the Applicant expects that 15% of their enrolled student population will be English Language Learners and 10% will qualify for special education services.

### Three Year Plan

	FY 2020	FY 2021	FY 2022
<b>Grade Levels</b>	K-5	K-7	K-8
<b>Enrollment</b>	75	150	210

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

Unconfirmed Locations:

- 730 E Highland Avenue, Phoenix
- 3605 N 7th Avenue, Phoenix
- 2002 E Osborn Road, Phoenix
- 2303 E Thomas Road, Phoenix
- 733-737 W McDowell Road, Phoenix
- 750 W Grand Avenue, Phoenix

### 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 states, “The instructional approach at Phoenix Modern provides students significant opportunity to take responsibility for their learning and shape the community.” The Applicant plans to serve students in multi-age learning studios, with students forming a tightly bound community grounded in positive, supportive relationships. The model will utilize 21st Century learning components that include self-paced mastery of reading, writing and math skills, real world tools and skills, critical thinking, powerful writing and speaking, and authentic relationships. The Applicant’s approach to student achievement includes Building Blocks for Learning, adaptive/personalized instructional programs, project based learning, and

providing students a sense of purpose in learning. In this model, “the role of the adult is significantly different than in a typical classroom. Referred to as guides, they act as game makers, facilitators, coaches, and mentors. They inspire, ask probing questions, present challenges, help students reflect, and hold them accountable for upholding the community’s standards of excellence. Guides may also use time to conference one on one or in a small group with students to provide intentional support on a particular area of focus requested by the student or initiated by the guide based on data collected from observation, learning programs, and assessments.”

Governance

Corporate Board Members	School Governing Body Members	Type
Andrew Collins	Unnamed	Community Member
Jack DeBartolo	Unnamed	Community Member
Tyler Johnson	Unnamed	Community Member
James Aaron Klusman	Unnamed	Community Member
Steven Wheeler	Unnamed	Community Member
	Unnamed	Community Member
	Unnamed	Community Member
	Unnamed	Community Member

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 <b>Approaches</b> ?	Yes		No	
		<u>Percent Meets</u>		<u>Percent Meets</u>
Educational Plan Score ≥ 95% Meet standard?	No	89%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	Yes	95%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	82%	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: Andrew Collins**

Current Affiliation(s): 2 years as President/CEO of New Learning Ventures

Past Affiliation(s) of Note:

- 7 years Senior Director of School Development at the Arizona Charter Schools Association
- 4 years as a sixth-grade teacher at Laveen Elementary (with Teach for America)
- Board Secretary for Empower College Prep

**Principal Name: James Aaron Klusman**

Current Affiliation(s): 12 years as the Owner of Camelback Partners/Klusman Family Holdings

Past Affiliation(s) of Note:

- Co-founder of Acton Academy Phoenix
- Board member of Grand Canyon University's Colangelo School of Business

**Principal Name: Steven Wheeler**

Current Affiliation(s): Chairman of HonorHealth

Past Affiliation(s) of Note:

- Executive Vice President of Arizona Public Service
- Partner at Snell & Wilmer Law Firm
- Director and Vice Chair of the Flinn Foundation
- Director of the Helios Education Foundation
- Director of Great Hearts America

**Principal Name: Tyler Johnson**

Current Affiliation(s): 17 years as Lead Pastor of Redemption Church Arizona

Past Affiliation(s) of Note:

- Member of Governors Counsel for Child Safety and Family Empowerment
- Board Member of Foster Care Initiatives Arizona
- Board Member of City Serve Arizona

**Principal Name: Jack DeBartolo**

Current Affiliation(s): 12 years as the President of DeBartolo Architects, Ltd.

Past Affiliation(s) of Note:

- Board Member and Phoenix Metro Director of AIA Arizona