

AGENDA ITEM EXECUTIVE SUMMARY: Application for New Charter

Request

Phoenix International Academy (“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
Phoenix International Academy	August 5, 2019	Phoenix	K-8	200 days

Mission Statement

The mission of Phoenix International Academy is to provide a rigorous academic environment, where students apply knowledge and skills through interdisciplinary projects that require creative thinking and complex problem solving. Students will develop the skills necessary to thrive in a diverse, interdependent world through a focus on global competency and community-based learning projects that will have a positive local and global impact.

Target Population

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

Phoenix International Academy will be located in the heart of the South Mountain community and specifically target students in the 85040 and 85042 zip codes. Current data (2017) demonstrates that in the largest school district in this community, approximately 23% of students were proficient in English Language Arts and 25% were proficient in Math. 3% of students identified as English Language Learners were proficient in ELA, and 8% of those same students were proficient in Math. The target population also includes many low-income students, students of color, and students from families that speak a language other than English at home.

Three Year Plan

	FY 2020	FY 2021	FY 2022
Grade Levels	5-8	4-8	3-8
Enrollment	150	225	300

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

Unconfirmed locations:

- 5806 South 35th Avenue, Phoenix
- 4411 S 40th Street, Building D, Phoenix
- 3540 E. Baseline Road, Phoenix

Program of Instruction

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

All systems and structures at Phoenix International Academy are focused on providing students with a rigorous, standards-driven, and authentic learning experience. The Arizona Standards and Arizona English Language Proficiency Standards will serve as the foundation for the curriculum at Phoenix International Academy. With the support of school leaders, teachers will collaborate using a backwards design model to develop curriculum. Students at Phoenix International Academy will have a chance to apply their learning in authentic ways through hands-on, project-based learning. Projects will have a social justice component and work towards positioning students to provide solutions to challenges in their local and global community. Units of study will be framed around supporting students to build their global competency in investigating the world, recognizing perspectives, communicating ideas, and taking action. Students at Phoenix International Academy will work in learning community cohorts of approximately 75 students across two grade levels. Students will spend two years with their learning community in order to foster deeper relationships with their peers and teachers.

Governance

Corporate Board Members	School Governing Body Members	Type
Erin Baril	Jade Bradfish	Other
Ivette Rodriguez Marquez	Kelly Kunkee	Community Member
	Susie Wissinger	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

Any Falls Below the Expectations ratings?	Preliminary TRP Scores		Revised TRP Scores	
	Yes	No	Yes	No
Any section in which more than one evaluation area scored Approaches?	Yes	No	Yes	No
	Percent Meets	Percent Meets		
Educational Plan Score ≥ 95% Meet standard?	No	92%	Yes	100%
Operational Plan Score ≥ 95% Meet standard?	Yes	95%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	81%	Yes	97%

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: Erin Baril

Current Affiliation(s): 11 years in various roles (Teacher, Behavior Specialist, Staff Development Coach) with the Roosevelt School District

Past Affiliation(s) of Note:

- 4 Summers at the Teach For America New Teacher Training Institute

Principal Name: Ivette Rodriguez Marquez

Current Affiliation(s): 16 years in various roles (Teacher, Principal, Assistant Superintendent) with Roosevelt School District

Past Affiliation(s) of Note: None