AGENDA ITEM: NEW CHARTER APPLICATION – PHOENIX COLLEGIATE ACADEMY ELEMENTARY, LLC

Phoenix Collegiate Academy Elementary, LLC submitted a complete new charter application package to serve grades K through 4 for the Board's consideration. The application package meets the scoring requirements set by the Board for the 2015-2016 application cycle.

REPORT SUMMARY

Applicant Name: Phoenix Collegiate Academy Elementary, LLC

Authorized Representative Name: Rachel Bennett-Yanof

Proposed School Name: Phoenix Collegiate Academy Elementary

Proposed School Location: Hidalgo Road and Central Avenue in South Phoenix

Mission Statement

Phoenix Collegiate Academy Elementary will prepare students in kindergarten through fourth grade to succeed in rigorous college preparatory programs and be leaders in our community.

Target Population

The Applicant currently operates a school near the proposed location serving grades 2-8, and plan to move grades 2-4 to the new charter, adding grades 1 in year 1 and K in year 2. The current school serves a population that is within the Roosevelt Elementary School District.

Student Count

Year	Grades Served	# of Students
1	1-4	185
2	K-4	260
3	K-4	305

School Calendar
Standard, 181 days

Target Start Date
August 3, 2015

Application Package Scoring

	Preliminary TRP Scores		Revised TRP Scores	
Any **Falls Below the Expectations** ratings?	No		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	59%	Yes	97%
Operational Plan Score ≥ 95% Meet standard?	No	86%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	No	93%	Yes	100%

The Technical Review Panel (TRP) provided the Applicant with written technical assistance based on its reviews of the preliminary and revised written application packages prior to the in-person interview.

In-Person Interview Summary

During the in-person interview the Applicant responded to the questions regarding the submitted (Educational, Operational, Business) Plan.

The capacity interview included the current CEO and the COO of Phoenix Collegiate Academy, Inc. (PCAI), who will retain their roles under the proposed plan. The Applicant effectively addressed the TRP's questions about all parts of the application package. The COO led the Applicant's responses for most questions, demonstrating depth of talent in the organization and suggested a distributed leadership approach, which is appropriate for a group expanding to an organizational model in which administrative and operational functions are centralized under a Charter Management Organization (CMO).

The TRP notes the Applicant's passion for serving and supporting the target student population. As the standing officers of an operational school, the CEO and COO were able to provide concrete responses based on experience to date serving fourth grade. They also added clarification of the plan to provide the additional literacy support that students in earlier grades will need in order to be successful (interview, 03:20).

The Applicant's responses to questions about earlier grade levels showed understanding of and sensitivity to early learners' needs. The TRP noted that the Applicant was able to demonstrate an approach to differentiating instruction and adapting their program to support and serve elementary grades. This ability was clearly demonstrated by a meticulous description of a typical school day for a kindergarten student, and subsequent explanation of how the experience of a student in fourth grade would differ (interview, 4:00 and 13:00).

One question expressed by interviewers was the degree to which PCAI had considered what impact opening without Kindergarten grades might have on families with siblings who might not be able to attend the school. The COO began by stating "I'm glad you asked me that," followed by an in-depth response based on prior experience (interview, 5:30). This response showed the TRP that the applicant had already thoroughly considered this challenge and planned to approach it with a sensitivity and honesty that will build trust with their target community. This response was representative of the high level of thought and preparation PCAI has put into this plan, into interview responses, and into their communication with parents and other stakeholders.

Qualitative Analysis Summary

The TRP recommends that the application for Phoenix Collegiate Academy Elementary, LLC (PCAE) be approved because the education plan has been carefully researched and the proposed instructional approach should be effective with the target population, the proposed organizational structure aligns with the school's mission and vision and the Applicant clearly has the capacity and passion to successfully implement the plan as presented.

The application package articulates an educational plan with a broad spectrum of strategies clearly aimed at strengthening elementary students' basic skills and ensuring that even the youngest learners experience rigor and are put on the path to college from their first day of school. The Applicant has clearly researched effective practices used at other high-performing charter schools, such as "Rap, Rhythm and Rhyme" and "gradual release" and plans to implement these practices to serve a similar high-risk population. This demonstrates not only that the plan has been carefully researched, but that it has a high likelihood of success in building the foundational skills early learners will need to be successful in school.

The proposed changes to the Phoenix Collegiate Academy, Inc. (PCAI), which create a CMO supporting three separate charter schools, will have a positive impact on both operations and instructional programs at the existing and proposed schools. By creating a distinct entity to support operations, business functions, and compliance, PCAI enables instructional leaders and teachers to focus solely on educating students without the distractions of operational minutia.

PCAE built their budgets using current figures and projections from the existing PCAI campuses for revenues and expenses, hence presenting concrete figures grounded in enrollment numbers and current experience serving students in the target area. For example, the application states that "paper costs will be $75-$125 per instructional staff member," this is not a best guess or estimate; rather, it is the actual amount spent by PCAI on these items in the current academic year. This specificity allows PCAI to budget revenue and expenses with great accuracy.

The written plan met the criteria for approval and the Applicant's strong, specific, and detailed responses during the capacity interview confirmed the viability of the plans as submitted.

A. EDUCATIONAL PLAN

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

Plan Summary

PCAI proposes to open Phoenix Collegiate Academy Elementary with grades 1-4, expanding to grades K-4 in year two. All curricula will be teacher created and aligned to Arizona's College and Career Ready (ACCR) Standards. In identifying purchased instructional materials, teaching staff consider factors including: ACCR Standards alignment, basis in research of methods successful with English Language Learners (ELLs), and degree of use in high-performing urban schools. Teaching strategies include direct instruction, "Rap, Rhythm and Rhyme," kinesthetic learning, "gradual release," small group work, and one-on-one tutoring (A.3, p. 4). Students receive 215 minutes of ELA instruction daily. Math instruction for all grades will focus on building basic skills, procedural computation, and conceptual understanding. Science instruction will focus on the scientific method, conducting student-designed experiments, and presenting findings professionally.

All students will be tested prior to the start of the school year with STEP (Strategic Teaching and Evaluation of Progress) and NWEA's Measure of Academic Progress (MAP) assessments. Teachers check daily for student understanding and administer school-created interim assessments every six weeks. PCAE students will take all state-mandated assessments.

PMP

The Performance Management Plan (PMP) for new Applicants is a continuous school improvement plan that ensures the Applicant is ready to implement systems for meeting the Board's academic performance expectations.

The Applicant met in all areas except for identifying budget needs that are clearly listed by amount and budget line item on the PMP template and consistent with the description of the line item in the Assumptions. Details for areas that did not meet the standard can be found in the attached Scoring Rubric.

Curriculum Samples

Curriculum samples were provided for grades K through 4. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details for areas that did not meet the standard can be found in the attached Scoring Rubric.

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

Educational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Educational Plan Score ≥ 95% Meet standard?	No	34 of 58	Yes	56 of 58
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	24		2	

Analysis of Educational Plan

The Educational Plan meets the standard for approval because the Applicant articulates a plan with a broad spectrum of strategies aimed at strengthening elementary students' basic skills and ensuring that even the youngest learners experience rigor and begin on the path to college. The Applicant has researched effective practices used at other high-performing urban charter schools and plans to implement these practices to serve a similar high-risk population.

The application package articulates a thorough and comprehensive plan to provide all students with strong basic skills in all core academic areas. The substantial block of daily ELA instruction focuses on "building reading comprehension strategies, accelerating vocabulary development, and laying the foundation for articulate expression in writing." Students are ability-grouped and instruction is differentiated to the greatest extent possible. Students in later grades are assigned individualized reading lists based on assessment results. Math instruction focuses on building a strong foundation in the basic skills, procedural computation, and conceptual understanding. The evidence of strong academic support and rigor in evidence here was supported in the interview by both members of the applicant team, who discussed a "day in the life" of a kindergarten student that clearly conveyed both a supportive and nurturing environment and the laying of a firm foundation for future academic success.

In addition to this evidence of foundational skill building, the Education Plan is persuasive because it is research-based and the Applicant derives many program elements from high-performing charter schools demonstrating success with similar populations. References to using "Rap, Rhythm and Rhyme" and "gradual release," two of the many examples provided, shows not only that the plan has been carefully researched, but that it has a high likelihood of success in building the foundational skills early learners will need to be successful in school.

PCAI's focus on college preparation at the higher grades it currently serves is seen in the application package. In elementary grades, the college preparatory focus can be seen in the following program elements: the school will ensure that all students and parents know and understand the school's college preparatory mission; staff will reinforce and link college expectations to lessons and interactions; school chants and expressions will reflect college matriculation and graduation expectations; school rooms will bear the name of colleges and universities; students will attend trips to colleges and universities; and parents will be encouraged to make early investments in their child's college education. The literacy and math programs are focused on preparing primary grade students for college preparatory work in higher grades.

B. OPERATIONAL PLAN

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

Plan Summary

Phoenix Collegiate Academy Elementary, LLC is a manager-managed domestic limited liability company, located in Phoenix, which was created on May 7, 2014 with a single member/manager: PCAI. PCAI is a non-profit corporation, located in Phoenix, that was created on October 23, 2007 for the purpose of operating a non-profit, educational charter school, with 4 directors: Rachel Bennett-Yanof (founding director), Janene Miller (took office 1/20/12), Tomas Reveles (took office 6/25/13), and Michael Zimmerman (took office 1/20/12).

PCAI plans to form a CMO which will then provide services to PCAE as well as other PCAI campuses under contract. Under this arrangement, the school governing body and the corporate board of PCAI will be the same. This body will be responsible for setting the mission, policy, strategic planning, legal and regulatory compliance, executive leadership oversight, public relations and accountability to the public. School-level operations will be managed and monitored by the principal and operations manager. Some services, such as specific special education, food service, auditing, and payroll, will be contracted to outside parties.

School Governing Body Member Type	Number	Name
Organization Principal(s)	3	Janene Miller, Tomas Reveles, Michael Zimmerman

Principal Background Information

Authorized Representative and Principal: *Rachel Bennett-Yanof*
Confirmed Education History: Master of Education in Curriculum and Instruction, Arizona State University, 2005
Confirmed Employment History: Chief Executive Officer, Phoenix Collegiate Academy, Inc., January 2009-present
Arizona FCC Expires: September 22, 2018
Current or Past Charter Affiliations[1]: Phoenix Collegiate Academy, Inc.

Principal Name: *Janene Miller*
Confirmed Education History: Bachelor of Arts in Government, Pomona College, 1980
Confirmed Employment History: Director of Talent Management, Salt River Project, July 1987-present
Arizona FCC Expires: February 24, 2017
Current or Past Charter Affiliations[1]: Phoenix Collegiate Academy, Inc.

Principal Name: *Tomas Reveles*
Confirmed Education History: Juris Doctor, University of Wisconsin-Madison, 2000
Confirmed Employment History: Manager, Coca-Cola, September 2014-present; Manager, U.S. Airways, December 1994-September 2014
Arizona FCC Expires: August 4, 2016
Current or Past Charter Affiliations[1]: Phoenix Collegiate Academy, Inc.

Principal Name: *Michael Zimmerman*
Confirmed Education History: Juris Doctor, Arizona State University, 2009
Confirmed Employment History: Attorney, Zwillinger, Greek & Knecht, P.C., May 2014-present; Attorney, Polsinelli, P.C., November 2010-April 2014; Law Clerk, U.S. Bankruptcy Court for the District of Arizona, February 2010-October 2011
Arizona FCC Expires: June 27, 2020
Current or Past Charter Affiliations[1]: Phoenix Collegiate Academy, Inc.

Education Service Provider

PCAE intends to contract with and have a governance relationship with PCAI. As CMO, PCAI will set performance goals for PCAE, lead curricular initiatives and standards, and provide network-wide professional development and training opportunities. Further, the network will handle data analysis from PCAE. The CMO will establish the core values of the organization, oversee the student recruitment process for all campuses and the initial recruitment and vetting of potential staff. The CMO will set promotion criteria and manage HR services, vendor relationships, facilities management and network budgets. PCAE will pay CMO fees in the amount of 10% of gross revenue. The applicant will pay graduated fees at lower than 10% in years one and two if the school is unable to meet at least 90% of their enrollment goal.

Operational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	No	25 of 29	Yes	29 of 29
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	4		0	

[1] *In this section, "Current or Past Charter Affiliations" refers to a leadership or decision-making role in an existing charter school operation, such as charter representative, charter principal, or school site leader.*

Analysis of Operational Plan

The Operational Plan meets the standard for approval because it provides a clear description of governance responsibilities and structure that adhere to Arizona requirements. The TRP's questions about the proposed structure were adequately addressed in the interview. The plan provides a clear delineation of the roles and responsibilities for administering instructional activities of the school and carrying out operations functions (B.3, p. 1).

PCAE will be overseen by the governing body that holds the extant PCAI charter. Because the existing charter is already in the process of expanding to serve grades K-4, the proposed transition to an elementary school operating under a separate charter should not present significant challenges. During the interview, the Applicant clarified the organizational growth plan, making a strong case for the benefits of the planned structure, which will allow school leaders to focus on instruction (interview, 26:25).

The thorough responses provided by the COO in the capacity interview demonstrated to the TRP that the proposed operational structure has a strong likelihood of success. The COO answered detailed questions about a student's academic day, the curriculum, educational philosophy and instructional strategies, the facility, and school finances. This demonstration of how PCAI requires its chief operations officer to be aware of every detail of the education program indicated to the TRP that the proposed overarching CMO structure will still be closely integrated with instruction and responsive to students' needs.

All job descriptions for leadership roles included in the application package require, first and foremost, a "strong commitment to, belief in, and alignment with mission and vision of school." By placing this requirement ahead of all other requirements in the job descriptions, PCAI ensures that current and prospective staff understand that school culture is an inseparable part of all school functions. The TRP found this to be consistent with the evidence of commitment to school mission and vision throughout the application package as well as clearly communicated in the capacity interview.

Additionally, the plan to contract out for special education services, legal services, food service, and supplemental financial support, including auditing and payroll, aligns with the applicant's overall strategy of leaving instructional leaders and staff free of operational concerns so that they may focus full-time on implementing the education plan.

C. BUSINESS PLAN

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

Plan Summary

PCAI has a current enrollment of 71 students in grades 2-3. To educate the community about the availability of grade 1 (and Kindergarten in year 2), the Applicant will implement a marketing plan involving community meetings, advertising, and promotional events in both English and Spanish. The plan also targets early childhood education providers, and involves door-to-door recruitment. The plan has been tested through the growth and expansion of the schools currently operated by the Applicant.

As a currently operating school, PCAI has an existing staff in grades 2-4. The Applicant's plan to recruit, hire, and train instructional staff involves existing partnerships with Teach for America and the Arizona Teaching Fellows program. Training includes 15 days in the summer prior to opening, along with ongoing professional development.

Education Service Provider

The applicant plans to contract with PCAI which will provide support services at a cost of 10 percent of gross revenues, beginning in year one of operations. There will be no cost for services during the start-up period.

Facility Information

Proposed School Name:	Phoenix Collegiate Academy Elementary
Proposed Location:	Land for PCAE has been purchased at Hidalgo Road and Central Avenue in South Phoenix, across the street from the existing PCAI middle school facility. Until facilities construction plans are finalized, PCAE will use the excess space on the middle school campus at 5610 S. Central Avenue, across the street from the planned permanent facility.
Facilities Requirements:	At full capacity of 540 students in grades K-4, PCAE will require 23 classrooms that are approximately 800 sq. ft. in size each, along with outdoor play areas, multi-purpose space, offices, a library, a computer lab, and appropriate parking areas. Initial designs suggest 3.4-4.2 acres are required to accommodate these needs.

Budget Summary

The Applicant has secured an AZ CSP grant from the Arizona Department of Education for start-up purposes. The secured funds, in the amount of $200,000 per year for three years, as stated by the Applicant, are available as confirmed by Arizona Department of Education Grants Management.

During the start-up period, the school will use a committed $200,000 CSP grant. The operational budget projects revenue based solely on equalization assistance; revenues are calculated for 90 percent enrollment in year one, 95 percent enrollment in year two, and 96 percent in year three. The budget assumes rent payment to PCAI for co-location with the existing PCAI Middle School during year one at a rate of $8077.56 per month and construction costs of $5 million with payments starting in year two based on five percent amortization rates. The budget assumes CMO fees of 10 percent to PCAI for management fees. The applicant will pay graduated fees at lower than 10 percent in years one and two if the school is unable to meet 90 percent of enrollment goals.

The table below presents a summary of the budget by year:

	Startup Period	Year 1	Year 2	Year 3
Projected Full Enrollment:	N/A	185	260	305
# Students Budget Based On:	N/A	167 (90%)	247 (95%)	293 (96%)
Total Revenue:	$200,000	$1,105,449	$1,653,909	$1,802,308
Total Expenditures:	$197,103	$949,069	$1,578,868	$1,816,916
Ending Balance:	$2,896	$156,380	$75,041	$(14,608)

Business Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Operational Plan Score ≥ 95% Meet standard?	Yes	27 of 29	Yes	29 of 29
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	2		0	

Analysis of Business Plan

The Business Plan meets the standard for approval because it presents a budget that reflects the requirements for implementing the proposed academic and operational plans and builds upon an already established school with existing resources, including a facility that can be used until the permanent location is fully developed.

Costs for all proposed start-up activities will be covered by a $200,000 CSP grant. The Applicant provides a balanced budget that is conservative and establishes a reserve for the first two years of operation. The budget assumes a student attrition rate of 10 percent in year one, five percent in year two, and four percent in year three. These projections are based on the current school's actual enrollment and attrition figures. Anticipated special education and ELL population percentages are based on the district in which the school plans to operate.

The plan is persuasive as the existing school already serves grades 2 through 4. The school has entered into discussions with lenders and real estate brokers for a long-term facilities solution and will be housed on the current PCAI middle-school site until a permanent site can be acquired (B.3.1, p. 1).

PCAE built their budgets using current figures and projections from the existing PCAI campuses for revenues and expenses, hence presenting concrete figures grounded in enrollment numbers and current experience serving students in the target area. For example, the application states that "paper costs will be $75-$125 per instructional staff member," this is not a best-guess or estimate, it is the actual amount spent by PCAI on these items in the current academic year. This specificity allows PCA to budget revenue and expenses with great accuracy.

The plan for the CMO to begin collecting the proposed 10 percent service fee on gross school revenue only after the school opens and not during the start-up period provides further evidence that the Applicant's focus is on creating and supporting a sustainable model rather than simply adding an additional level of administration to support growth. The COO's strong performance in the interview and the detailed examples he gave of the organization's focus on students and on educational outcomes rather than on operations and finance (though these are clearly important too) closely aligned with the written application package and provided additional evidence of the plan's likelihood of success.

EVIDENCE OF CAPACITY

Applicant Summary

The table below describes the participation of the Applicant in the In-Person Interview:

Name	Role	Attended Interview?
Rachel Bennett-Yanof	Authorized Representative/Corporate Principal; CEO, Phoenix Collegiate Academy, Inc.	Yes
Janene Miller	Corporate Principal; Board Vice-President	No
Tomas Reveles	Corporate Principal; Board Secretary/Treasurer	No
Michael Zimmerman	Corporate Principal; Board Chair	No
Akshai Patel	Chief Operating Officer, Phoenix Collegiate Academy, Inc.	Yes

Analysis of Applicant Capacity

The TRP finds that the Applicant has the range of knowledge, skills and experience needed to open and operate a high quality school. The individuals described in the application package, but not in attendance at the interview, relevant experience and capacity based on the submitted documentation. The CEO and COO, present in the interview, were passionate, committed to the plan, knowledgeable about all aspects of the application package, and discussed and answered all questions clearly and completely.

The application package describes several board members of the existing schools, who did not attend the interview but submitted evidence of experience and capacity. These individuals display a wide array of experience, including classroom instruction, legal, human resources, finance, business and organizational management, marketing, counseling, and leadership. These qualities provide strong evidence of the team's ability to oversee the proposed elementary school.

The Applicant's connection to Building Excellent Schools (BES) and the support PCAI has received and will continue to receive from this organization and other charter support organizations, as documented in the application package strengthens the evidence of capacity. Specifically, PCAI has received BES board training, consisting of extensive retreat and multiple trainings on best governance practices, and professional development opportunities though BES, the Arizona Charter Schools Association and The High Bar. These opportunities from organizations with strong reputations for quality work should prove valuable as the organization expands and the CMO moves to support all three PCAI campuses.

Mr. Patel is a Team for America (TFA) alum, and has taught 1st, 4th, 5th, and 8th grades both in the US and abroad (via a Fulbright scholarship) before his experience at PCAI. His professional experience also provides strong evidence of substantive capacity and the ability to lead and support the proposed plan. In addition to her ongoing success leading the existing PCAI campuses, Ms. Yanov completed a year-long fellowship with BES and taught for four years with TFA. Ms. Yanov's and Mr. Patel's passion, engagement, and clear and concise responses to all questions during the capacity interview provided extremely strong evidence substantiating the documented capacity presented in the application.

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.

Academic Performance of Associated Schools

Phoenix Collegiate Academy, Inc.

Based on the academic dashboards for 2013 and 2014, the CMO identified by the Applicant does not meet the Board's academic performance expectations for all schools eligible to receive an overall rating. The individual dashboards are presented below.

Associated School	Opened	Grades Served in FY 2014	2013 Overall Rating	2014 Overall Rating
Phoenix Collegiate Academy Charter School	1999	4-8	51.47	63.75
Phoenix Collegiate Academy High School	2014	9-10	N/A	54.41

Staff analysis

In its analysis of the performance of schools operated by the CMO identified by the Applicant, Board staff felt the performance of Phoenix Collegiate Academy Charter School (PCACS) was most relevant. The Applicant intends to move the currently-operating grades 2 through 4 from the current charter, adding grade 1 in year 1 and kindergarten in year 2. As demonstrated in the dashboard below, PCACS has an overall rating of Meets Standard for two of the last three years. In 2013, the year the overall rating declined to Does Not Meet Standard, PCAI was found to have demonstrated sufficient progress, which led to the approval of both expanded grade levels and an increase in enrollment cap at the January 13, 2014 Board meeting. Following this expansion, and using the systems demonstrated in the Demonstration of Sufficient Progress process, the Charter Holder was able to improve performance on the academic dashboard. Board staff concludes that the performance shown by the Applicant's CMO is sufficient to warrant the recommendation of the new charter.

Phoenix Collegiate Academy Charter School

		2012 Traditional Elementary School (5-8)			2013 Traditional K-12 School (5 to 9)			2014 Traditional Elementary School (4 to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	74	100	12.5	60	75	10	53	75	12.5
	Reading	70	100	12.5	49	50	10	53.5	75	12.5
1b. SGP Bottom 25%	Math	76	100	12.5	43	50	10	53	75	12.5
	Reading	64	75	12.5	46	50	10	50.5	75	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	66 / 60.5	75	7.5	51 / 62	50	7.5	51.1 / 61.7	50	7.5
	Reading	76 / 78.3	50	7.5	63.6 / 78.7	25	7.5	67 / 78.4	50	7.5
2b. Composite School Comparison	Math	11.2	75	7.5	1	75	5	2.1	75	7.5
	Reading	2.6	75	7.5	-5.1	50	5	-0.8	50	7.5
2c. Subgroup ELL	Math	55 / 41.3	75	2.5	31.8 / 34.1	50	2.5	27.1 / 28.1	50	2.5
	Reading	66 / 58.2	75	2.5	47.7 / 49.9	50	2.5	35.7 / 43.2	50	2.5
2c. Subgroup FRL	Math	65 / 50.4	75	2.5	51.6 / 52.2	50	2.5	51 / 51.2	50	2.5
	Reading	74 / 71.1	75	2.5	63.5 / 71.5	25	2.5	66.4 / 70.5	50	2.5
2c. Subgroup SPED	Math	18 / 17.7	75	2.5	14.3 / 18.7	50	2.5	3 / 19.8	50	2.5
	Reading	21 / 35.2	50	2.5	10.7 / 33.7	50	2.5	9.4 / 38	25	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	C	50	5	C	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		83.12		100	51.47		85	63.75		100

Phoenix Collegiate Academy High School

		2014 Traditional High School (9 to 10)		
1. Growth		Measure	Points Assigned	Weight
1a. SGP	Math	42.5	50	7.5
	Reading	39	50	7.5
1b. SGP Bottom 25%	Math	26	25	15
	Reading	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight
2a. Percent Passing	Math	73.9 / 65.8	75	10
	Reading	78.3 / 87	25	10
2b. Composite School Comparison	Math	22.6	100	7.5
	Reading	1.9	75	7.5
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	72.5 / 54.2	75	7.5
	Reading	77.5 / 80.8	50	7.5
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
4. Graduation		Measure	Points Assigned	Weight
4a. Graduation		NR	0	0
Overall Rating		Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		54.41		85

Operational Performance of Associated Schools

Does the delivery of the education program and operation reflect the essential terms[5] of the educational program as described in the charter contract?

Yes. Based on the available information in the current fiscal year, the Charter Holder's education program, in operation, reflects the essential terms as described in the charter contract.

Does the charter holder adhere to applicable education requirements defined in state and federal law?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements.

Do the Charter Holder's annual audit reporting packages reflect sound operations?

Yes. As reported in fiscal year 2014, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to the fiscal year 2013 annual audit reporting package. The charter holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015.

Is the charter holder administering student admission and attendance appropriately?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to administering student admission and attendance.

Is the charter holder maintaining a safe environment consistent with state and local requirements?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to maintaining a safe environment.

Is the charter holder transparent in its operations?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to transparency of operations.

Is the charter holder complying with its obligations to the Board?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to its obligations to the Board.

Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to operational requirements monitored by other entities to which the Charter Holder is accountable.

Is the charter holder complying with all other obligations?

Yes. Based on the available information in the current fiscal year, the Charter Holder complies with applicable laws, rules, regulations and provisions of the charter contract relating to all other obligations.

Financial Performance of Associated Schools

Based on the fiscal years 2012 and 2013 audits, Phoenix Collegiate Academy, Inc. meets the Board's financial performance expectations. The charter holder is subject to a single audit for fiscal year 2014, which must be submitted to the Board by March 31, 2015. The table below includes the charter holder's financial data and financial performance for the last three audited fiscal years.

Phoenix Collegiate Academy, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$1,359,524	$485,925	$145,523	$109,652
Unrestricted Cash	$773,544	$485,925	$145,523	
Other Liquidity	-			
Total Assets	$6,318,698	$2,685,969	$2,222,297	
Total Liabilities	$5,574,901	$1,768,162	$1,767,554	
Current Portion of Long-Term Debt & Capital Leases	-	$83,101	$1,371,376	
Net Assets	$743,797	$917,807	$454,743	
Statement of Activities				
Revenue	$2,632,646	$2,230,739	$1,388,424	
Expenses	$2,806,656	$1,843,364	$1,137,177	
Net Income	($174,010)	$387,375	$251,247	
Change in Net Assets	($174,010)	$387,375	$251,247	
Financial Statements or Notes				
Depreciation & Amortization Expense	$90,160	$73,286	$30,761	
Interest Expense	$172,692	$112,098	$37,108	
Lease Expense	-	$34,100	$66,228	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	100.60	96.22	46.71	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($174,010)	$387,375	$251,247	N/A
Cash Flow	$873,599	$340,402	$35,871	$1,249,872
Fixed Charge Coverage Ratio	0.51	2.65	0.26	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

BOARD OPTIONS

Option 1: The Board may approve the application package. Staff recommends the following language 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 Phoenix Collegiate Academy Elementary, LLC to establish Phoenix Collegiate Academy Elementary charter school to serve grades K through 4

Option 2: The Board may deny the application package. The following language is provided 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 Phoenix Collegiate Academy Elementary, LLC 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: (specific statement made by the Applicant during Board consideration).