AGENDA ITEM: NEW CHARTER APPLICATION – PHOENIX COLLEGIATE ACADEMY, INC.

Phoenix Collegiate Academy, Inc. submitted a complete new charter application package to serve grades 9 through 12 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, Inc.

Authorized Representative Name: Rachel Bennett-Yanof

Proposed School Name: Phoenix Collegiate Academy High School

Proposed School Location: Currently operating school at 12th Street and Broadway in South Phoenix

Mission Statement

Phoenix Collegiate Academy High School prepares ninth to twelfth grade students to succeed in college and be leaders in our community.

Target Population

The Applicant currently operates a high school serving grades 9 through 11, which will be operated under the new charter. The school serves the area represented by the Roosevelt School District in South Phoenix.

Student Count

Year	Grades Served	# of Students
1	9-12	250
2	9-12	260
3	9-12	280

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	78%	Yes	97%
Operational Plan Score ≥ 95% Meet standard?	No	86%	Yes	100%
Business Plan Score ≥ 95% Meet standard?	Yes	100%	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 TRP noted the applicant's passion for serving and supporting the target population. The CEO was able to clearly and concisely provide substantive responses to questions about all parts of the plan...

The Applicant effectively addressed the TRP's questions about all parts of the application package. As the standing officers of an operational school, the CEO and COO were able to provide concrete responses based on experience to date serving high school grades. The TRP noted that the Applicant was able to demonstrate an approach to differentiating instruction and adapting their program to support and serve all high school grades. This ability was clearly demonstrated by a meticulous description of a typical school day for a ninth grade student, and subsequent explanation of how the experience of a student in twelfth grade would differ (interview, 11:57).

The Applicant provided a detailed and persuasive response when asked about their plan to build board capacity to accommodate their expansion plan (interview, 46:37). Not only did the CEO speak knowledgeably about the specific strengths of current board members, she clearly identified outstanding needs, specifically, in facilities and fundraising. Her responses indicated that her team had already put a great deal of thought into planning an increase in board capacity and that they have been speaking to specific individuals who have the capacity they will need as a larger organization. As with interview responses in other areas, the Applicant's responses here indicated a capacity for planning and execution that give the TRP confidence that their plan will be successful.

Qualitative Analysis Summary

The TRP recommends that the application for Phoenix Collegiate Academy High School (PCAHS) be approved because the education plan has been carefully researched. Plan elements have been successful with similar populations at other high-performing charter schools, and with the high-school grades PCAI currently serves. Additionally, the proposed organizational structure aligns with the school's mission and vision and the Applicant has the capacity to successfully implement the plan as presented.

The proposed Education Plan derives its main program elements from high-performing charter schools demonstrating success with similar populations. These elements are woven into a framework that creates a sense of urgency and supports students while challenging them and constantly moving them toward college readiness and attendance. This sense of urgency was clearly articulated in the interview, as the Applicant described a program that offers the support students might need, such as after-school, weekend, and summer remediation, to catch up to and surpass their peers across the state while preparing to move on to a four-year college or university (interview, 13:52).

The proposed structural change, which creates a Charter Management Organization (CMO) over three separate charter schools, will have a positive impact on both operations and instructional programs at the existing school. The Applicant was able to describe lessons learned from past charter expansion, and articulate how the CMO structure would facilitate communication between sites, promote consistency in teacher professional development, and allow site leaders to focus on improving instruction (interview, 27:50).

PCAHS built their budgets using actual 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 package states "there are $350 per student spent on office supplies," 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 PCAHS 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

Phoenix Collegiate Academy, Inc. (PCAI) proposes to open Phoenix Collegiate Academy High School (PCAHS), a high school that "prepares ninth to twelfth grade students to succeed in college and be leaders in our community." The school plans to open with grades 9-12, all grades currently served by the existing Phoenix Collegiate Academy High School under the existing PCAI charter. All curricula will be teacher-created and aligned to both Arizona's College and Career Ready (ACCR) Standards and also to Advanced Placement (AP) standards (A.3, p. 1). Teachers will use a number of resources to support the development of their own ACCR Standard-aligned classes, including Eureka Math, a subset of commoncore.org and ELA resources available at EngageNY.org and commoncore.org. Spanish courses will be taught using "Vistas" curriculum. Teaching strategies employed include reading and writing across the curriculum, using data to drive instruction and taking a "no excuses" approach to student work that is at once rigorous and supportive. Teachers will conduct themselves with a sense of urgency. Students will receive exposure to AP classes and a focus on college preparation, college exposure, and field experience. Effective practices adopted from other high-performing charter schools include a longer school day (7:15am – 3:15pm, with an additional "Zero Hour" from 3:15-4:15) and school year (180 days of school, 20 days of Summer Academy, and 10 Saturday School half days) allowing each child an additional month of school (A.3, p. 5).

At a maximum of 350 total students, PCAHS will be smaller than other high schools in the target area: In the 2012-13 school year, South Mountain High School had 1779 students, Cesar Chavez High School had 2356 students, and Betty Fairfax High School had 1890 students.

Teachers will develop their own standards-aligned formative assessments and summative assessments, and all students take the NWEA MAP benchmark assessment three times each year in addition to all required state tests, just as they currently do at the existing PCAI charter school. Students who take AP courses are also given a summative assessment via the AP test in that subject area (A.3, p. 6).

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 submitted a PMP that met the criteria in all areas for both Reading and Math.

Curriculum Samples

Curriculum samples were provided for grades 9 through 12. 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
9	+	+	+	+
10	+	+	+	
11	+	+	-	
12	+	+	-	

Educational Plan Findings

	Preliminary TRP Scores		Revised TRP Scores	
Educational Plan Score ≥ 95% Meet standard?	No	43 of 55	Yes	53 of 55
Number of "Falls Below" ratings	0		0	
Number of "Approaches" ratings	12		2	

Analysis of Educational Plan

The Educational Plan meets the standard for approval because the Applicant articulates a plan with a broad spectrum of supports clearly aimed at the target population and focused on preparing students for college. The Applicant has clearly researched effective practices used at other high-performing charter schools and plans to implement these practices to serve a similar, high-risk population. Although the most recent AIMS scores for current PCAHS students have been mixed, the Applicant's description of how specific strategies are used to address specific student weaknesses persuaded the TRP that future academic performance on assessments should increase (interview, 30:00).

The Application package articulates a thorough and comprehensive plan to support all students academically, particularly those students who may have gaps or have fallen behind. If students require remediation, this is provided through grouped instruction at Saturday Academies or during "Zero Hour," an additional period of learning during the school day, in the specific area(s) requiring attention. Students requiring even more support may receive before and/or after-school tutoring or, ultimately, attend Summer Academy. To support all students in reading comprehension and fluid writing, both reading and writing are taught across the curriculum.

In addition to this support, the plan places a high premium on college preparation, assessing students with the ACT PLAN test in tenth grade, ACT and PSAT in eleventh grade, and the SAT in twelfth grade. A college placement counselor will work with all students to ensure that they are aware of their college options and to help them to stay on track, including assisting with college applications, scholarship applications, and matriculation paperwork. These detail plans were reinforced by articulate interview responses, providing substantive evidence that the target population will receive necessary support (interview, 05:30).

The Applicant made a strong case for the conscious choice of maintaining a small school size. Maintaining a maximum enrollment of 350 students will allow students to keep from feeling "lost" in the school and will help PCAHS maintain a nurturing environment focused on the needs of all students. The staff will include a faculty advisor focused on ensuring that all students are engaged and on-track to graduate, indicating that the Applicants understand that small school size alone will not ensure success—staff must also be placed in critical, supportive roles.

Finally, the Education Plan is persuasive because it is research-based and the applicants derive many program elements from high-performing charter schools demonstrating success with similar populations. References to KIPP's college-going readiness program, and the Noble Network's advisory program, to give only two of the many examples included here, show not only that the plan has been carefully researched, but that it has a likelihood of success.

B. OPERATIONAL PLAN

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

Phoenix Collegiate Academy, Inc. 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).

Plan Summary

PCAI plans to form a CMO which will then provide services to PCAHS as well as other PCAI campuses under contract. Under this arrangement, the school governing body and the corporate board 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 operations will be carried out by the dean of curriculum, the dean of culture, the operations manager, and a receptionist.

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

PCAHS intends to contract with PCAI. As CMO, PCAI will set performance goals for PCAHS, lead curricular initiatives and standards, and provide network-wide professional development and training opportunities. Further, the network will handle data analysis from PCAHS. 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. PCAHS will pay CMO fees in the amount of 10% of gross revenue. The

[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.*

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. There will be no charge for CMO services during the start-up period.

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	

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).

PCAHS 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 - 12, the proposed transition to a separate high 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, 08:30).

The strong performance by the CEO in the capacity interview clearly demonstrated to the TRP that the proposed operational structure has a strong likelihood of success. The CEO answered questions in specific detail, including those 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 officers to be aware of every detail of the program indicated to the TRP that the proposed overarching CMO structure will still be closely integrated with instruction and responsive to students' needs.

The TRP finds that the staffing of a dean of culture beginning in year one supports the integration of operations and instruction and adds an important element of support aligned with the school's mission and vision. Although this position primarily ensures that all elements of the school plan are suffused with PSA's mission and vision, the dean of culture also shares operational responsibilities, including support and performance evaluation of all employees at the High School campus. By placing key operational functions, particularly HR functions, under the school's culture agent, PSA ensures that staff understands that school culture is an inseparable part of all school functions.

Additionally, the plan to contract out some services, for example, those related to special-education, legal, 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 (B.3, p. 5).

C. BUSINESS PLAN

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

Plan Summary

PCAHS has a current enrollment of 165 students in grades 9-11, and states that most students will be matriculating from PCA Middle School, which currently serves 60 students in grade 8. The Applicant states that

each year for the past two years that PCA has offered 9th grade, 60 students have moved from 8th grade to 9th grade, with an additional 30 students from the neighborhood enrolling in fall 2013. In order to reach the enrollment goals for 2015, PCAI will send targeted mailings to 8th grade students in the Roosevelt Elementary District in February inviting families to an open house, and then call students on the list in June as space becomes available. PCA Middle School, using this method, has seen full enrollment in every classroom for two years.

As a currently operating school, PCA has an existing staff, but intends to hire three Special Education teachers based on trends seen in the middle school.

Education Service Provider

The school 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 charge for services during the start-up period.

Facility Information

Proposed School Name:	Phoenix Collegiate Academy High School
Proposed Location:	Confirmed location: Site of currently operating charter school at 12th Street and Broadway, Phoenix
Facilities Requirements:	The facility is 20,000 square feet on a property of 2.6 acres. There are 12 classrooms that can accommodate up to 30 students each, a "commons" area that can seat up to 200 students in rows, and a library which can hold up to 40 students.

Budget Summary

The start-up budget assumes no start-up revenue and no expenses for start-up as the school will continue current operations. During the start-up period, the PCAI will pay for any start-up costs out of their existing budget. The three year operating budgets project revenues solely based on Equalization Assistance. Revenue estimates are based on 100 percent enrollment and a 10 percent attrition rate each year. The school anticipates an 11 percent special education population and a 25 percent ELL population, based on current eighth grade students attending PSAI and expect to transition to the high school next year. PCAI has budgeted accordingly. Per the debt covenants agreed upon in the bond to build the high school building, PCAHS must keep 20 percent of the loan payment amount as liquid cash on hand. While it will eventually be carried over into the next year budget, it being treated as an expense in the application package budget to show that it is money that is restricted and not expendable.

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

	Startup Period	Year 1	Year 2	Year 3
Projected Full Enrollment:	N/A	250	260	280
# Students Budget Based On:	N/A	250 (100%)	260 (100%)	280 (100%)
Total Revenue:	N/A	$ 1,755,911	$ 1,831,813	$ 1,994,098
Total Expenditures:	N/A	$ 1,746,785	$ 1,793,155	$ 1,987,001
Ending Balance:	N/A	$ 9,126	$ 38,658	$ 7,099

Business Plan Findings

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

Analysis of Business Plan

The Business Plan meets the standard for approval because it presents a balanced budget that reflects the requirements for implementing the school's academic and operational plans and builds upon an established school with existing resources, including a facility.

Costs for all proposed start-up activities can be borne by the existing K-12 charter school; therefore, no additional fundraising will be required to operate under the new charter. The plan is persuasive as the school already operates and maintains a positive fund balance serving grades 9-12. The facility is complete and no further expenditures are required. Debt service payments are required on the 30-year bond, and these expenses are included in the three-year budget.

The Applicant provides a balanced budget that is conservative and establishes a reserve for each year of operation. The budget assumes a student attrition rate of 10 percent, based on the school's past experience serving the proposed grades. As an existing school, the applicant is able to accurately gauge revenues and expenditures, basing their estimates for ELL and special education students not on district averages, but on the existing school's actual experience serving the target population.

PCAHS 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 "there are $350 per student spent on office supplies." 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 PCAHS 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 beginning of first year of operation 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 CEO's strong performance in the interview and the specific examples she provided demonstrate the organization's focus on students and on educational outcomes rather than on operations and finance (though these are clearly very important), 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, have 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 individuals - 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 school. This evidence is supported by the documented performance of high school students already served under the existing PCAI charter.

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 retreats and multiple trainings on governance best 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.

Ms. Yanov's 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, she has completed a year-long fellowship with Building Excellent Schools and taught for four years with Teach for America. Mr. Patel is also a TFA alumni, and has taught 1st, 4th, 5th, and 8th grades both in the US and abroad (via a Fulbright scholarship) before his experience at PCAI. 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 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 Applicant, Board staff felt the performance of Phoenix Collegiate Academy High School (PCAHS) was most relevant. The Applicant intends to move the currently-operating grades 9 through 11 from the current charter, adding grade 12 in year 1. As demonstrated in the dashboard below, while PCAHS has an overall rating of Does Not Meet Standard in its first year of operation as an independent school, the Charter Holder, PCAI, was found to have demonstrated sufficient progress in FY2014, 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 in the elementary school. Board staff concludes that the performance shown by the Applicant is sufficient to warrant the recommendation of the new charter, given that the new charter will serve students currently served by the Applicant in grades approved for the Applicant's original charter at a site currently operated by the Applicant.

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, Inc. to establish Phoenix Collegiate Academy High School charter school to serve grades 9 through 12.

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, Inc. 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).