2011-2012 Application Cycle
[George Gervin Youth Center]

Section A	Education Plan					
A.1	Educational Philosophy	F	A	M	E	Comments
A.1a	Provided a detailed description of the school's philosophical approach to educating the target population. Incorporated the principles or concepts fundamental to the school's proposed program of instruction.			1		
A.1b	Presented a rationale for the selected approach including research and/or experience.			1		
A.1 Total		0	0	2	0	
A.2	Target Population	F	A	M	E	Comments
A.2a	Identified the target population and demonstrated a clear understanding of the students and community the school intends to serve.			1		
A.2b	Presented an explanation of how the implementation of the described program of instruction meets the needs of the target population and/or benefits the selected community, including but not limited to class size and teacher- student ratios.			1		
A.2 Total		0	0	2	0	
A.3	Program of Instruction	F	A	M	E	Comments
A.3a	Described the framework of the curricula for academic core content areas.			1		
A.3b	Demonstrated understanding of relevant methods of instruction.		C	1		Clarify ESOL students. Hours of instruction for this group needs to align with ADE requirements. **The revised application package meets the criteria.**
A.3c	Described the formative and summative assessment plan that shows student progression and/or mastery and was reflected in the Performance Management Plan.		C	1		Summative assessment plan needs more detail and is unclear. **The revised application package meets the criteria.**
A.3d	Consistent and supported the educational philosophy and target population as well as all other components of the application package.			1		
A.3 Total		0	0	4	0	
A.3.1	Mastery and Promotion	F	A	M	E	Comments
A.3.1a	Described the process for determining grade promotion that supports increased student proficiency as described in the required Student Monitoring Strategy for each Performance Management Plan.			1		
A.3.1b	Presented clear criteria for promotion from one level to the next.			1		
A.3.1 Total		0	0	2	0	
A.4	School Calendar and Weekly Schedule	F	A	M	E	Comments
A.4a	Demonstrated compliance with minimum requirements of number of school days per year as described in A.R.S. §15-341.01.			1		
A.4b	Demonstrated compliance with hours/minutes of instruction per week for each grade level served as described in A.R.S. §15-901.			1		
A.4c	Included daily instructional minutes and those dedicated to core academics for each grade level and content area.			1		
A.4d	Provided a rationale for the weekly schedule that supports the target population.			1		

A.4e	Identified professional development days consistent with the information provided in the required Professional Development Strategy of the Performance Management Plan.			1		
A.4 Total		0	0	5	0	
A.5.6	Curriculum Samples-6th Grade	F	A	M	E	Comments
A.5.6a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.				1	Mathematics and writing instruction contain many creative and engaging activities. P.O.'s are well presented using a variety of strategies to reach all kinds of learners.
A.5.6b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.				1	Math: Student activities are creative and engaging.
A.5.6c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.			1		
A.5.6d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Reading: Mastery is defined at 90% or above, which is inconsistent with 85% or above in the Mastery and Promotion section. How points will be converted to a percentage to be used for the minimum passing percentage needs more explanation. **The revised application package meets the criteria.**
A.5.6 Total		0	0	2	2	
A.5.7	Curriculum Samples-7th Grade	F	A	M	E	Comments
A.5.7a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.				1	Mathematics and writing instruction contain many creative and engaging activities. P.O.'s are well presented using a variety of strategies to reach all kinds of learners. Reading: Effective use of Venn Diagram in the reading lesson.
A.5.7b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.			1		
A.5.7c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		Math: Summative assessment does not align with the PO. **The revised application package meets the criteria.**

A.5.7d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Reading: Mastery is defined at 90% or above, which is inconsistent with 85% or above in the Mastery and Promotion section. How points will be converted to a percentage to be used for the minimum passing percentage needs more explanation. **The revised application package meets the criteria.**
A.5.7 Total		0	0	3	1	
A.5.8	Curriculum Samples-8th Grade	F	A	M	E	Comments
A.5.8a	**Instruction.** -Presented a summary of instruction by lesson. -Correlated with the instructional strategies described in the narrative. -Provided a logical sequence of instruction leading to assessment. -Included a list of required resources/materials.			1		
A.5.8b	**Student Activities.** -Presented activities that align with the performance objective(s) and instruction. -Provided a logical sequence of activities leading to assessment.			1		
A.5.8c	**Summative Assessment.** -Provided an effective assessment that accurately measures student progress and mastery. -Aligned assessment questions with stated performance objectives.		C	1		Math: Summative assessment does not align with the PO. **The revised application package meets the criteria.**
A.5.8d	**Scoring Rubrics.** -Specific to the assessment and performance objectives. -Provided the components to be scored. -Listed the criteria required to demonstrate mastery. -Included a grading/scoring scale.		C	1		Reading: Mastery is defined at 90% or above, which is inconsistent with 85% or above in the Mastery and Promotion section. How points will be converted to a percentage to be used for the minimum passing percentage needs more explanation. **The revised application package meets the criteria.**
A.5.8 Total		0	0	4	0	
A.6	Performance Management Plan	F	A	M	E	Comments
A.6a	Aligned with the applicant's Education Plan.			1		
A.6b	Presented a viable plan for managing student academic performance in reading (indicator) and presented a second viable plan for managing student academic performance in mathematics (indicator) that includes, for each plan, measures, metrics, and targets related to the indicator.			1		
A.6c	Included strategies in each plan for a) a curriculum that improves student achievement, b) professional development that supports effective implementation of the curriculum in the content area, c) a school-wide plan for monitoring and documenting student proficiency in performance, and d) an administrative plan for monitoring the integration of Arizona Academic Standards into instruction.			1		
A.6d	Identified action steps for accomplishing the strategies. Action steps reveal a progression of actions from start to finish for each strategy and include evidence the applicant will use to show accomplishment of action steps.			1		

A.6e	Included annual benchmark targets for the first two years which reflect incremental progress toward the end target.			1		
A.6f	Identified costs in the Performance Management Plan that are reflected in the Start-Up and Three-Year Operational Budget.		C	1		Some items budgeted in the PMP are not in the Start-Up or Three Year Operational Budgets. **The revised application package meets the criteria.**
A.6 Total		0	0	6	0	
	Section A Sub Total	0	0	30	3	
Section B	**Organization Description**					
B.1	Applicant Organization	F	A	M	E	
B.1a	Discussed the organization's history, including the establishment of principals, and the attainment of any licenses, operating permits etc.			1		
B.1b	Discussed the relationship between the organization's existing operations and the proposed school.			1		
B.1c	Included a clear description of the roles and responsibilities of the principals that is consistent with the application package and By-laws.		C	1		Not clear which body has ultimate authority should there be a disagreement between the Corporate Board and Governing body. **The revised application package meets the criteria.**
B.1d	Consistent with the Articles of Incorporation, Articles of Organization, or appropriate legal documentation that is on file with the Arizona Corporation Commission or otherwise available to demonstrate the establishment of the applicant. (N/A to Sole Proprietorship).			1		
B.1e	Consistent with the Articles of Incorporation, Articles of Organization, or appropriate legal documentation that is on file with the Arizona Corporation Commission or otherwise available to demonstrate the establishment of the applicant. (N/A to Sole Proprietorship).			1		
B.1 Total		0	0	5	0	
B.2	Applicant Composition	F	A	M	E	Comments
B.2a	Highlighted the significance of the individual or group and the skill set each contributes to the organization.			1		
B.2b	Identified experience in elementary/secondary education, business operation, and financial management as it supports the operation of a charter school.		C	1		Lacking specificity of qualifications of management level employees. **The revised application package meets the criteria.**
B.2c	Consistent with the background information provided for each individual.			1		
B.2d	Consistent with all sections of the application package.			1		
B.2 Total		0	0	4	0	
B.3	Governing Body	F	A	M	E	Comments
B.3a	Included a clear description of the role, responsibilities, and mandated obligations of the governing body.		C	1		Not clear which body has ultimate authority should there be a disagreement between the corporate Board and Governing body. **The revised application package meets the criteria.**

B.3b	Included the name, background information, qualifications, and community relationship of each member.			1		
B.3c	Described the process for filling vacancies on and developing the school governing body.			1		
B.3d	Explained the training and orientation process that will be provided to all school governing body members and what resources will be used.			1		
B.3e	Included how the make-up of the governing body described will comply with the Open Meeting Law.			1		
B.3f	Consistent with all sections of the application package.			1		
B.3 Total		0	0	6	0	
B.4	Management and Operation	F	A	M	E	Comments
B.4a	Demonstrated understanding of management needs and priorities.			1		
B.4b	Described the primary responsibilities for each key administrative position and identified critical skills or experience that will be priorities for fulfillment of those responsibilities.			1		
B.4c	Provided a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.			1		
B.4d	Provided an organizational chart and narrative that represents a practical reporting structure within the organization.		C	1		Not clear who is reporting to whom. Corporate board and AZ governing board at the same level. Unclear why the fiscal responsibilities are not under the oversight of the AZ Governing Board. **The revised application package meets the criteria.**
B.4 Total		0	0	4	0	
B.4.2	Contracted Services	F	A	M	E	
B.4.2a	Included the areas, if any, which may require the applicant to seek expertise.			1		
B.4.2b	Contained a reasonable demonstration of the professional experience or competence of those hired or retained to perform such professional services.			1		
B.4.2c	Provided a list of anticipated contracted special education services. Included a corresponding market study of current costs for services.			1		
B.4.2d	Ensured costs as described in the narrative are included in the Start-Up and Three-Year Operational Budget as appropriate.			1		
B.4.2 Total		0	0	4	0	
	Section B Sub-Total	0	0	23	0	
Section C	**Business Plan**					
C.1	Facilities Acquisition	F	A	M	E	
C.1a	Identified and describe the facility necessary to implement the program. Includes square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package.			1		

C.1b	Identified and provided documentation on the available facilities within the target market that will support the education program and student population, including class size, described in the application package. Or Provided details of already acquired facility, purchased land or proposed build that will support the education program and student population, including class size described in the application package.		C	1		List price of certain potential locations plus build-out costs is not consistent with $3 million cap. $3 million cap is not correlated to 475 students in year 3. **The revised application package meets the criteria.**
C.1c	Identified the timeframe for securing a facility appropriate for educational use.			1		
C.1d	Discussed applicant's understanding and costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.			1		
C.1e	Discussed the financial arrangements that have been made for securing the facility and ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Need more information on how applicant can afford to purchase a $2-3 million building. More clarification and detail on how this will happen and the resulting costs to the school. Acquisition of facility not included in Start-up Budget. **The revised application package meets the criteria.**
C.1f	Consistent with all sections of the application package.		C	1		$3 million cap is not correlated to 475 students in year 3. **The revised application package meets the criteria.**
C.1 Total		0	0	6	0	
C.2	Advertising and Promotion	F	A	M	E	Comments
C.2a	Discussed advertising/promotion plans to include strategies and timeline to support the number of students included in the Three-Year Operational Budget.			1		
C.2b	Included how advertising/promotion costs were determined, as supported by market study or research.		C	1		Narrative inconsistent with costs. **The revised application package meets the criteria.**
C.2c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Advertising costs inconsistent with Start-up and 3-Year Budgets. **The revised application package meets the criteria.**
C.2d	Ensured the number of students and State Equalization are supported and reflected in the Three- Year Operational Budget.		C	1		Unclear as to why per student funding decreases over 3 years. Skeptical of 300 students in the first year. **The revised application package meets the criteria.**
C.2 Total		0	0	4	0	
C.3	Personnel	F	A	M	E	Comments
C.3a	Provided a staffing plan that appears viable and adequate for the effective implementation of the program of instruction and operation of the charter school as described. Included the number of instructional and non-instructional personnel.		C	1		Teacher/student ratio is off with the number of teachers planned in early years. Narrative is inconsistent with the budget regarding the number of aids. **The revised application package meets the criteria.**

C.3b	Aligned staff qualifications with No Child Left Behind Highly Qualified requirements.			1		
C.3c	Provided a detailed plan that includes recruiting, hiring, and training of instructional staff consistent with the start up of the school and the Performance Management Plan.			1		
C.3d	Provided an administrative plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel and their oversight responsibilities related to the following areas: Curriculum, Staff Development, Assessment (mandated State testing), Financial Management, Contracted Services, Personnel, Grants Management, and Student Accountability Information System (SAIS).		C	1		Narrative is inconsistent with the budget regarding the number of aids. **The revised application package meets the criteria.**
C.3e	Depicted a compensation plan, including benefits if provided, that supports the described qualifications and experience of administrative, instructional and non-instructional personnel.			1		Employee related expenses in narrative are inconsistent with Operational Budget. **The revised application package meets the criteria.**
C.3f	Ensured all Employee Related Expenses (ERE) as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		"Fringe Benefits" seem low if using ASRS. Employee related expenses in narrative are inconsistent with Operational Budget. **The revised application package meets the criteria.**
C.3 Total		0	0	6	0	
C.4	Instructional Resources	F	A	M	E	Comments
C.4a	Included expenditures that support the program of instruction including materials, supplies, equipment, etc. as described within the application package.			1		
C.4b	Delineated any financial arrangements and timeline for securing goods.		C	1		Expenditures narrative and table are inconsistent with Start up Budget. **The revised application package meets the criteria.**
C.4c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Expenditures narrative and table are inconsistent with Start up Budget. **The revised application package meets the criteria.**
C.4 Total		0	0	3	0	
C.5	Operational Expenditures/Overhead	F	A	M	E	
C.5a	Included expenditures that support the operation of a school or that may be considered overhead costs. This includes lease, utilitiies, insurance, audit, maintenance/improvements, furniture and equipment, etc.			1		
C.5b	Delineated any financial arrangements and timeline for securing goods.			1		
C.5c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.		C	1		Expenditures narrative and table are inconsistent with Start up Budget. **The revised application package meets the criteria.**
C.5 Total		0	0	3	0	
	Section C Sub-Total	0	0	22	0	
Grand Total	**Sections A, B, and C**	0	0	75	3	
	No scoring area in Sections A, B, or C received a score of Falls Below					

SUMMARY	
	No more than one scoring area in each section scored Approaches
	Meets 95% Test
CONCLUSION	**Meets the Criteria, Therefore Substantively Complete**