Section A	Education Plan					
A.1	Educational Philosophy	F	A	M	E	Technical Assistance/ 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		Meets the criteria.
A.1b	Presented a rationale for the selected approach including research and/or experience.			1		Meets the criteria.
A.1 Total		0	0	2	0	
A.2	Target Population	F	A	M	E	Technical Assistance/ Comments
A.2a	Identified the target population and demonstrated a clear understanding of the students and community the school intends to serve.			1		Meets the criteria.
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		Meets the criteria.
A.2 Total		0	0	2	0	
A.3	Program of Instruction	F	A	M	E	Technical Assistance/ Comments
A.3a	Described the framework of the curricula for academic core content areas.			1		Meets the criteria.
A.3b	Demonstrated understanding of relevant methods of instruction.			1		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**		+ Reflects the Performance Management Plan. Partially addresses criteria, but lacks sufficient detail in: - Describing the formative assessment plan that shows student progression and/or mastery. No clear connection between the assessment plan and student progression. - Describing the summative assessment plan that shows student progression and/or mastery. No clear connection between the assessment plan and student mastery. **The revised submission for this scoring area meets the criteria.**
A.3d	Consistent with and supported the educational philosophy and target population as well as all other components of the application package.		C	**1**		+ Is consistent with and supports the educational philosophy. + Is consistent with and supports all other components of the application package. Partially addresses criteria, but inconsistent with or does not support the Target Population. Narrative is not sufficiently consistent with Education Plan Section A.2 regarding English Language Learners. **The revised submission for this scoring area meets the criteria.**
A.3 Total		0	0	4	0	
A.3.1	Mastery and Promotion	F	A	M	E	Technical Assistance/ Comments

A.3.1a	Identified the level of proficiency that students must obtain to demonstrate mastery of core content.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Identifying the level of proficiency that students must obtain to demonstrate mastery of core content. Provide details regarding how students know they have mastered the given standard. **The revised submission for this scoring area meets the criteria.**
A.3.1b	Described the process the school will use to determine grade level promotion.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Describing the process the school will use to determine grade level promotion. Provide more detail on how decisions about promotion are made. **The revised submission for this scoring area meets the criteria.**
A.3.1c	Presented clear criteria for promotion from one level to the next.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Presenting clear criteria for promotion from one level to the next. Provide a description of the criteria that determines grade level promotion. **The revised submission for this scoring area meets the criteria.**
A.3.1d	Aligned with Strategy III of the Performance Management Plans.			1		Meets the criteria.
A.3.1 Total		0	0	4	0	
A.3.2	Course Offerings & Graduation Requirements	F	A	M	E	Technical Assistance/ Comments
A.3.2a	Identified the graduation requirements for the school that will meet the State requirements and align with the Program of Instruction described in the application package.					Not applicable.
A.3.2b	Described the process for awarding course credit that supports increased student proficiency as detailed in Strategy III of the Performance Management Plans.					Not applicable.
A.3.2c	Provided a menu of course offerings which includes course titles and brief descriptions of classes that support the Program of Instruction and align with the Business Plan as presented in the application package.					Not applicable.
A.3.2 Total		0	0	0	0	
A.4	School Calendar and Weekly Schedule	F	A	M	E	Technical Assistance/ 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		Meets the criteria.
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		Meets the criteria.
A.4c	Included daily instructional minutes and those dedicated to core academics for each grade level and content area.			1		Meets the criteria.

A.4d	Provided a rationale for the weekly schedule that supports the target population.			1		Meets the criteria.
A.4e	Identified professional development days consistent with the information provided in the required Professional Development Strategy (Strategy IV) of the Performance Management Plan.			1		Meets the criteria.
A.4 Total		0	0	5	0	
A.5.K	Curriculum Samples-Kindergarten	F	A	M	E	Technical Assistance/ Comments
A.5.Ka	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Presenting a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading, Writing, and Math**. Instruction described in **Reading, Writing, and Math** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Math**. Provide more detail correlating instructional strategies in **Reading, Writing, and Math** sample with alignment to required Standards. - Providing a logical sequence of instruction leading to the summative assessment for **Reading, Writing, and Math**. Instruction described in **Reading, Writing, and Math** does not clearly connect to a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria.**
A.5.Kb	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading, Writing, and Math.** Student activities described in **Reading, Writing, and Math** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Provide more detail correlating student activities in **Reading, Writing, and Math** sample with alignment to the required Standards. - Providing a logical sequence of activities leading to the summative assessment for **Reading, Writing, and Math.** Student activities described in **Reading, Writing, and Math** do not clearly connect to a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria.**
A.5.Kc	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Writing and Math.** The summative assessments for **Writing and Math** do not clearly and accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Writing and Math.** The summative assessments for **Writing and Math** are not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Writing and Math.** Provide more detail correlating assessment for **Writing and Math** with the Program of Instruction and alignment with required Standards. Does not: - Provide an appropriate assessment that accurately measures student progress and mastery for **Reading.** - Align assessment questions with Common Core State Standards for **Reading.** - Correlate with the Program of Instruction described in the narrative for **Reading.** **The revised submission for this scoring area meets the criteria.**

A.5K.d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		C	**1**		Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing and Math.** The summative assessment scoring described in **Writing and Math** does not clearly align to the required standard. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading, Writing, and Math.** Provide an answer key for **Reading, Writing, and Math** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading, Writing, and Math.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading, Writing, and Math.** - Including a grading/scoring scale for Reading, Writing, and Math. Provide additional details aligning the grading/scoring scale in **Reading, Writing, and Math** to the required Standards. Is not: - Specific to the assessment and Standard for **Reading.** **The revised submission for this scoring area meets the criteria.**
A.5K.e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.K Total		0	0	5	0	
A.5.1	Curriculum Samples-1st Grade	F	A	M	E	Technical Assistance/ Comments
A.5.1a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Presenting a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading, Writing, and Math.** Instruction described in **Reading, Writing, and Math** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Provide more detail correlating instructional strategies in **Reading, Writing, and Math** sample with alignment to the required Standards. - Providing a logical sequence of instruction leading to the summative assessment for **Reading, Writing, and Math.** Instruction described in **Reading, Writing, and Math** does not clearly connect to the summative assessment provided. **The revised submission for this scoring area meets the criteria.**
A.5.1b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading, Writing, and Math.** Student activities described in **Reading, Writing, and Math** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Provide more detail correlating student activities in **Reading, Writing, and Math** sample with alignment to the required Standards. - Providing a logical sequence of activities leading to the summative assessment for **Reading, Writing, and Math.** Student activities described in **Reading, Writing, and Math** does not clearly connect to a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria.**

A.5.1c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		**1**			Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Writing and Math.** The summative assessments for **Writing and Math** do not clearly and accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Writing and Math.** The summative assessments for **Writing and Math** are not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Writing and Math.** Provide more detail correlating assessment for **Writing and Math** with the Program of Instruction and alignment to the required Standards. Does not: - Provide an appropriate assessment that accurately measures student progress and mastery for **Reading.** - Align assessment questions with Common Core State Standards for **Reading.** - Correlate with the Program of Instruction described in the narrative for **Reading.** **The revised submission for this scoring area meets the criteria in Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Providing an appropriate assessment that accurately measures student progress and mastery for Reading. The summative assessment for Reading does not clearly and accurately measure student progress and mastery of the required standard.** **- Aligning assessment questions with Common Core State Standards for Reading. The summative assessment for Reading is not clearly aligned with the standard.**
A.5.1d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing and Math.** The summative assessment scoring described in **Writing and Math** does not clearly align to the required standard. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading, Writing, and Math.** Provide an answer key for **Reading, Writing, and Math** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading, Writing, and Math.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading, Writing, and Math.** - Including a grading/scoring scale for **Reading, Writing, and Math.** Provide additional details aligning the grading/scoring scale in **Reading, Writing, and Math** to the required Standards. Is not: - Specific to the assessment and Standard for **Reading.** **The revised submission for this scoring area meets the criteria in Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.**

A.5.1e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.1 Total		0	2	3	0	
A.5.2	Curriculum Samples-2nd Grade	F	A	M	E	Technical Assistance/ Comments
A.5.2a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		C	**1**		+ Presents a summary of instruction by lesson that aligns with the Common Core State Standards for **Writing.** + Correlates with the Program of Instruction described in the narrative for **Writing.** + Provides a logical sequence of instruction leading to the summative assessment for **Writing.** Partially addresses criteria, but lacks sufficient detail in: - Presenting a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading and Math.** Instruction described in **Reading and Math** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading and Math.** Provide more detail correlating instructional strategies in **Reading and Math** sample with alignment to the required Standards. - Providing a logical sequence of instruction leading to the summative assessment for **Reading and Math.** Instruction described in **Reading and Math** does not clearly connect a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria.**
A.5.2b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		C	**1**		+ Presents activities that align with the Common Core State Standards and instruction for **Writing.** + Correlates with the Program of Instruction described in the narrative for **Writing.** + Provides a logical sequence of activities leading to the summative assessment for **Writing.** Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading and Math.** Student activities described in **Reading and Math** do not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading and Math.** Provide more detail correlating student activities in **Reading and Math** sample with alignment to the required Standards. - Providing a logical sequence of activities leading to the summative assessment for **Reading and Math.** Student activities described in **Reading and Math** does not clearly connect to a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria.**

A.5.2c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		**1**			+ Provides an appropriate assessment that accurately measures student progress and mastery for **Writing.** + Aligns assessment questions with Common Core State Standards for **Writing.** + Correlates with the Program of Instruction described in the narrative for **Writing.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Reading and Math.** The summative assessments for **Reading and Math** do not clearly and accurately measure student progress and mastery of the required standard. The summative assessment for **Math** does not assess an individual, unassisted student. The summative assessment for **Math** is not clearly separate from instruction. - Aligning assessment questions with Common Core State Standards for **Reading and Math.** The summative assessment for **Reading and Math** is not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Reading and Math.** Provide more detail correlating assessment for **Reading and Math** with the Program of Instruction and alignment to required Standards. **The revised submission for this scoring area meets the criteria in Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Providing an appropriate assessment that accurately measures student progress and mastery for Reading. The summative assessment for Reading does not clearly and accurately measure student progress and mastery of the required standard.** **- Aligning assessment questions with Common Core State Standards for Reading. The summative assessment for Reading is not clearly aligned with the standard.**
A.5.2d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			+ Specific to the assessment and Standard for **Writing.** + Provides the components to be scored for **Writing.** + Lists the criteria required to demonstrate mastery for **Writing.** + Includes a grading/scoring scale for **Writing.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Reading and Math.** The summative assessment scoring described in **Reading and Math** does not clearly align to the required standard. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading and Math.** Provide an answer key for **Reading and Math** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading and Math.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading and Math.** - Including a grading/scoring scale for **Reading and Math.** Provide additional details aligning the grading/scoring scale in **Reading and Math** to the required Standards. **The revised submission for this scoring area meets the criteria in Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.**

A.5.2e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.2 Total		0	2	3	0	
A.5.3	Curriculum Samples-3rd Grade	F	A	M	E	Technical Assistance/ Comments
A.5.3a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.			1		Meets the criteria.
A.5.3b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.			1		Meets the criteria.
A.5.3c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Writing and Math.** The summative assessments for **Writing and Math** do not clearly and accurately measure student progress and mastery of the required standard. The summative assessments for **Writing** does not assess an individual, unassisted student. - Aligning assessment questions with Common Core State Standards for **Writing and Math.** The summative assessments for **Writing and Math** are not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Writing and Math.** Provide more detail correlating assessment for **Writing and Math** with the Program of Instruction and alignment to the required Standards. Does not: - Provide an appropriate assessment that accurately measures student progress and mastery for **Reading.** - Align assessment questions with Common Core State Standards for **Reading.** - Correlate with the Program of Instruction described in the narrative for **Reading.** **The revised submission for this scoring area meets the criteria.**

A.5.3d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing and Math.** The summative assessment scoring described in **Writing and Math** does not clearly align to the required standard. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading, Writing, and Math.** Provide an answer key for **Reading, Writing, and Math** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading, Writing, and Math.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading, Writing, and Math.** - Including a grading/scoring scale for **Reading, Writing, and Math.** Provide additional details aligning the grading/scoring scale in **Reading, Writing, and Math** to the required Standards. Is not: - Specific to the assessment and Standard for **Reading.** **The revised submission for this scoring area meets the criteria for Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.**
A.5.3e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.3 Total		0	1	4	0	
A.5.4	Curriculum Samples-4th Grade	F	A	M	E	Technical Assistance/ Comments
A.5.4a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		C	**1**		+ Presents a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading and Math.** + Correlates with the Program of Instruction described in the narrative for **Reading and Math.** + Provides a logical sequence of instruction leading to the summative assessment for **Reading and Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting a summary of instruction by lesson that aligns with the Arizona Academic Standards for **Science.** Instruction described in **Science** does not clearly lead to mastery of identified Performance Objective. - Correlating with the Program of Instruction described in the narrative for **Writing and Science.** Provide more detail correlating instructional strategies in the **Writing and Science** samples with alignment to the required Standard or Performance Objective. - Providing a logical sequence of instruction leading to the summative assessment for **Science.** Instruction described in **Science** does not clearly connect to a summative assessment aligned to the required standard. Does not: - Present a summary of instruction by lesson that aligns with the Common Core State Standards for **Writing.** - Provide a logical sequence of instruction leading to the summative assessment for **Writing.** **The revised submission for this scoring area meets the criteria.**

A.5.4b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		C	**1**		+ Presents activities that align with the Common Core State Standards for **Reading and Math.** + Correlates with the Program of Instruction described in the narrative for **Reading and Math.** + Provides a logical sequence of activities leading to the summative assessment for **Reading and Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Arizona Academic Standards for **Science,** and instruction. Student activities described in **Science** do not clearly lead to mastery of identified Performance Objective. - Correlating with the Program of Instruction described in the narrative for **Writing and Science.** Provide more detail correlating student activities in the **Writing and Science** samples with alignment to the required Standard or Performance Objective. - Providing a logical sequence of activities leading to the summative assessment for **Science.** Student activities described in **Science** do not clearly connect to a summative assessment aligned to the required standard. Does not: - Present activities that align with the Common Core State Standards and instruction for **Writing.** - Provide a logical sequence of activities leading to the summative assessment for **Writing.** **The revised submission for this scoring area meets the criteria.**
A.5.4c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		**1**			+ Provides an appropriate assessment that accurately measures student progress and mastery for **Math.** + Aligns assessment questions with Common Core State Standards for **Math.** + Correlates with the Program of Instruction described in the narrative for **Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Science.** The summative assessment for **Science** does not clearly and accurately measure student progress and mastery of the required Performance Objective. - Aligning assessment questions with Arizona Academic Standards for **Science.** The summative assessment for **Science** is not clearly aligned with the performance objective. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Science.** Provide more detail correlating assessment for **Reading, Writing and Science** with the Program of Instruction and alignment to the required Standards and Performance Objectives. Does not: - Provide an appropriate assessment that accurately measures student progress and mastery for **Reading and Writing.** - Align assessment questions with Common Core State Standards for **Reading and Writing.** **The revised submission for this scoring area meets the criteria for Math and Science.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Providing an appropriate assessment that accurately measures student progress and mastery for Reading and Writing. The summative assessment for Reading does not clearly and accurately measure student progress and mastery of the required standard. The summative assessment for Writing is not clearly separate from instruction.** **- Aligning assessment questions with Common Core State Standards for Reading. The summative assessment for Reading is not clearly aligned with the required standard.**

A.5.4d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			+ Specific to the assessment and Standard for **Math.** + Provides the components to be scored for **Math and Science.** + Lists the criteria required to demonstrate mastery for **Math and Science.** + Includes a grading/scoring scale for **Math and Science.** Partially addresses criteria, but is inconsistent with: - The assessment and Performance Objective for **Science.** The summative assessment scoring described in **Science** does not clearly align to the required Performance Objective. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Writing.** Provide an answer key for **Writing** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Writing.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Writing.** - Including a grading/scoring scale for **Writing.** Provide additional details aligning the grading/scoring scale in **Writing** to the required Standard. Is not: - Specific to the assessment and Standard for **Reading and Writing.** Does not: - Provide the components to be scored for **Reading.** - List the criteria required to demonstrate mastery for **Reading.** - Include a grading/scoring scale for **Reading.** **The revised submission for this scoring area meets the criteria for Writing, Math, and Science.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.**
A.5.4e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.4 Total		0	2	3	0	
A.5.5	Curriculum Samples-5th Grade	F	A	M	E	Technical Assistance/ Comments

A.5.5a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		C	**1**		+ Presents a summary of instruction by lesson that aligns with the Common Core State Standards for **Writing and Math.** + Correlates with the Program of Instruction described in the narrative for **Writing and Math.** + Provides a logical sequence of instruction leading to the summative assessment for **Writing and Math.** Partially addresses criteria, but lacks sufficient detail in: - Correlating with the Program of Instruction described in the narrative for **Reading.** Provide more detail correlating instructional strategies in the **Reading** sample with alignment to the required Standard. Does not: - Present a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading.** - Provide a logical sequence of instruction leading to the summative assessment for **Reading.** **The revised submission for this scoring area meets the criteria.**
A.5.5b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		C	**1**		+ Presents activities that align with the Common Core State Standards and instruction for **Writing and Math.** + Correlates with the Program of Instruction described in the narrative for **Writing and Math.** + Provides a logical sequence of activities leading to the summative assessment for **Writing and Math.** Partially addresses criteria, but lacks sufficient detail in: - Correlating with the Program of Instruction described in the narrative for **Reading.** Provide more detail correlating student activities in the **Reading** sample with alignment to the required Standard. Does not: - Present activities that align with the Common Core State Standards and instruction for **Reading.** - Provide a logical sequence of activities leading to the summative assessment for **Reading.** **The revised submission for this scoring area meets the criteria.**

A.5.5c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		**1**			+ Provides an appropriate assessment that accurately measures student progress and mastery for **Math.** + Aligns assessment questions with Common Core State Standards for **Math.** + Correlates with the Program of Instruction described in the narrative for **Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Reading and Writing.** The summative assessments for **Reading and Writing** do not clearly and accurately measure student progress and mastery of the required standard. The summative assessments for **Writing** does not assess an individual, unassisted student. - Aligning assessment questions with Common Core State Standards for **Writing.** The summative assessment for **Writing** is not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Reading and Writing.** Provide more detail correlating assessment for **Reading and Writing** with the Program of Instruction and alignment to the required Standards. Does not: - Align assessment questions with Common Core State Standards for **Reading.** **The revised submission for this scoring area meets the criteria for Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Providing an appropriate assessment that accurately measures student progress and mastery for Reading and Writing. The summative assessments for Reading and Writing do not clearly and accurately measure student progress and mastery of the required standard. The summative assessments for Writing is not clearly separate from instruction.** **- Aligning assessment questions with Common Core State Standards for Reading and Writing. The summative assessments for Reading and Writing are not clearly aligned with the standard.**

A.5.5d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			+ Specific to the assessment and Standard for **Writing and Math.** + Provides the components to be scored for **Writing and Math.** + Lists the criteria required to demonstrate mastery for **Writing and Math.** + Includes a grading/scoring scale for **Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading.** Provide an answer key for **Reading** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading.** - Including a grading/scoring scale for **Reading and Writing.** Provide additional details aligning the grading/scoring scale in **Reading and Writing** to the required Standards**.** Is not: - Specific to the assessment and Standard for **Reading.** **The revised submission for this scoring area meets the criteria for Math.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Listing the criteria required to demonstrate mastery for Writing. The mastery level provided for the assessment does not clearly indicate mastery of the required standard in Writing.**
A.5.5e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.5 Total		0	2	3	0	
A.5.6	Curriculum Samples-6th Grade	F	A	M	E	Technical Assistance/ Comments

A.5.6a	**Instruction.** • Presented a summary of instruction by lesson that aligns with the Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of instruction leading to the summative assessment.		**1**			+ Presents a summary of instruction by lesson that aligns with the Common Core State Standards for **Writing and Math.** + Correlates with the Program of Instruction described in the narrative for **Writing and Math.** + Provides a logical sequence of instruction leading to the summative assessment for **Writing and Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting a summary of instruction by lesson that aligns with the Common Core State Standards for **Reading.** Instruction described in **Reading** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading.** Provide more detail correlating instructional strategies in the Reading sample with alignment to the required Standard. - Providing a logical sequence of instruction leading to the summative assessment for **Reading.** Instruction described in **Reading** does not clearly connect to a summative assessment aligned to the required standard. **The revised submission for this scoring area meets the criteria for Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Presenting a summary of instruction by lesson that aligns with the Common Core State Standards for Reading. Instruction described in Reading does not clearly lead to mastery of identified standard.** **- Providing a logical sequence of instruction leading to the summative assessment for Reading. Instruction described in Reading does not clearly connect to a summative assessment aligned to the required standard.**
A.5.6b	**Student Activities.** • Presented activities that align with the Common Core State Standards or Arizona Academic Standards for Science and instruction. • Correlated with the Program of Instruction described in the narrative. • Provided a logical sequence of activities leading to the summative assessment.		**1**			+ Presents activities that align with the Common Core State Standards and instruction for **Writing and Math.** + Correlates with the Program of Instruction described in the narrative for **Writing and Math.** + Provides a logical sequence of activities leading to the summative assessment for **Writing and Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading.** Student activities described in **Reading** do not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Reading**. Provide more detail correlating student activities in **Reading** with alignment to the required Standard. - Providing a logical sequence of activities leading to the summative assessment for **Reading.** Student activities described in Reading do not clearly lead to mastery of identified standard. **The revised submission for this scoring area meets the criteria for Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Presenting activities that align with the Common Core State Standards and instruction for Reading. Student activities described in Reading do not clearly lead to mastery of identified standard.** **- Providing a logical sequence of activities leading to the summative assessment for Reading. Student activities described in Reading do not clearly lead to a summative assessment aligned to the required standard.**

A.5.6c	**Summative Assessment.** • Provided an appropriate assessment that accurately measures student progress and mastery. • Aligned assessment questions with Common Core State Standards for Reading, Writing, and Math or Arizona Academic Standards for Science. • Correlated with the Program of Instruction described in the narrative.		**1**			Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Reading, Writing, and Math.** The summative assessments for **Reading, Writing, and Math** do not clearly and accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Reading, Writing, and Math.** The summative assessments for **Reading, Writing, and Math** are not clearly aligned with the standard. - Correlating with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Provide more detail correlating assessment for **Reading, Writing, and Math** with the Program of Instruction and alignment to the required Standards. **The revised submission for this scoring area meets the criteria for Math.** **The revised submission for this scoring area partially addresses criteria, but lacks sufficient detail in:** **- Providing an appropriate assessment that accurately measures student progress and mastery for Reading and Writing. The summative assessment for Reading does not clearly and accurately measure student progress and mastery of the required standard. The summative assessments for Writing is not clearly separate from instruction.** **- Aligning assessment questions with Common Core State Standards for Reading. The summative assessment for Reading is not clearly aligned with the required standard.**
A.5.6d	**Scoring Summative Assessment.** • Specific to the assessment and Standard or Performance Objective. • Provided the components to be scored. • Listed the criteria required to demonstrate mastery. • Included a grading/scoring scale.		**1**			Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Reading, Writing, and Math.** The summative assessment scoring described in **Reading, Writing, and Math** does not clearly align to the required standard. Partially addresses criteria, but lacks sufficient detail in: - Providing the components to be scored for **Reading, Writing, and Math.** Provide an answer key for **Reading, Writing, and Math** to demonstrate alignment of scoring criteria with mastery of the required standard. - Listing the criteria required to demonstrate mastery for **Reading, Writing, and Math.** The mastery level provided for the assessment does not clearly indicate mastery of the required standard in **Reading, Writing, and Math.** - Including a grading/scoring scale for **Reading, Writing, and Math.** Provide additional details aligning the grading/scoring scale in **Reading, Writing, and Math** with the required Standards. **The revised submission for this scoring area meets the criteria for Writing and Math.** **The revised submission for this scoring area partially addresses criteria, but is inconsistent with:** **- The assessment and Standard for Reading. The summative assessment scoring described in Reading does not clearly align to the required standard.**
A.5.6e	**Materials/Resources.** • Included a specific list of required materials/resources that the teacher will use to facilitate the instruction, student activities, and summative assessment. • Materials/resources accounted for in the Instructional Resources section and included in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.5.6 Total		0	4	1	0	
A.6	Performance Management Plan	F	A	M	E	Technical Assistance/ Comments
A.6a	Aligned with the applicant's Education Plan.			1		Meets the criteria.

A.6b	Presented a viable plan for managing student academic performance in reading (indicator) and presents a second viable plan for managing student academic performance in mathematics (indicator) that includes, for each plan, a predicted baseline and annual benchmark targets for the first two years of operation which reflect incremental progress toward the end target.			1		Meets the criteria.
A.6c	Identified action steps, timeline, responsible party, evidence of meeting action steps, and budget for accomplishing all four prescribed strategies in each plan.		C	**1**		Action steps in Strategies III and IV in the math and reading plans require additional detail in identifying evidence of completing step. **The revised submission for this scoring area meets the criteria.**
A.6d	Revealed a progression of actions from start to finish for each strategy that are sequential, timely, and contribute to the school's ability to meet the identified end target.			1		Meets the criteria.
A.6e	Created action steps that complement and support the other strategies to the extent appropriate.			1		Meets the criteria.
A.6f	Included artifacts that provide evidence of the implementation of each action step.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Including artifacts that provide evidence of the implementation of each action step. Insufficient documentation of completion/ implementation of action steps in Strategies III and IV in the math and reading plans. **The revised submission for this scoring area meets the criteria.**
A.6g	Provided adequate resources, i.e. time, money personnel, etc. to implement the action steps that support the strategies.			1		Meets the criteria.
A.6h	Reflected costs from the Performance Management Plan in the Start-Up and Three-Year Operational Budget.			1		Meets the criteria.
A.6 Total		0	0	8	0	
	Section A Sub Total	0	13	47	0	
Section B	**Organization Description**					
B.1	Applicant Organization	F	A	M	E	Technical Assistance/ Comments
B.1a	Discussed the organization's history, including the establishment of principals, and the attainment of any licenses, operating permits etc.			1		Meets the criteria.
B.1b	Discussed the relationship between the organization's existing operations and the proposed school.			1		Meets the criteria.
B.1c	Included a clear description of the roles and responsibilities of the principals that is consistent with the application package and By-laws.			1		Meets the criteria.

B.1d	Aligned with information listed on Title Page and with the contents of the application package.			1		Meets the criteria.
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).		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Establishing consistency 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. (Does not apply to Sole Proprietorship). Narrative and Bylaws not sufficiently consistent with Articles of Incorporation regarding corporate members. **The revised submission for this scoring area meets the criteria.**
B.1 Total		0	0	5	0	
B.2	Applicant Composition	F	A	M	E	Technical Assistance/ Comments
B.2a	Highlighted the significance of the individual or group and the skill set each contributes to the organization.			1		Meets the criteria.
B.2b	Identified experience in elementary/secondary education, business operation, and financial management as it supports the operation of a charter school.			1		Meets the criteria.
B.2c	Demonstrated consistency with the background information provided for each individual.			1		Meets the criteria.
B.2d	Consistent with all sections of the application package.			1		Meets the criteria.
B.2 Total		0	0	4	0	
B.3	Governing Body	F	A	M	E	Technical Assistance/ Comments
B.3a	Included a clear description of the role, responsibilities, and mandated obligations of the governing body.			1		Meets the criteria.
B.3b	Included the name, background information, qualifications, and community relationship of each member.			1		Meets the criteria.
B.3c	Described the process for filling vacancies on and developing the school governing body.			1		Meets the criteria.
B.3d	Explained the training and orientation process that will be provided to all school governing body members and what resources will be used.		C	**1**		+ Explains the training and orientation process that will be provided to all school governing body members. Partially addresses criteria, but lacks sufficient detail in: - Describing what resources will be used. Provide details regarding the resources to be used for training and orientation of all school governing body members. **The revised submission for this scoring area meets the criteria.**
B.3e	Included how the make-up of the governing body described will comply with the Open Meeting Law.			1		Meets the criteria.
B.3f	Consistent with all sections of the application package.			1		Meets the criteria.
B.3 Total		0	0	6	0	
B.4	Management and Operation	F	A	M	E	Technical Assistance/ Comments

B.4a	Demonstrated understanding of management needs and priorities.			1		Meets the criteria.
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		Meets the criteria.
B.4c	Provided a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.			1		Meets the criteria.
B.4d	Provided an organizational chart and narrative that represents a practical reporting structure within the organization.			1		Meets the criteria.
B.4 Total		0	0	4	0	
B.4.1	Education Service Providers	F	A	M	E	Technical Assistance/ Comments
B.4.1a	Provided an explanation of the reasons for contracting with an ESP, in general, and this provider, in particular.					Not applicable.
B.4.1b	Clearly described the services provided by the ESP.					Not applicable.
B.4.1c	Explained how the proposed relationship with the ESP will further the school's mission and program, how the performance expectations align with the applicant's accountability requirements, and how those expectations will be measured.					Not applicable.
B.4.1d	Delineated the roles and responsibilities between the applicant, school governing body, school management, and the ESP.					Not applicable.
B.4.1e	Ensured costs are included in the Start-Up and Three-Year Operational Budget as appropriate.					Meets the criteria.
B.4.1 Total		0	0	0	0	
B.4.2	Contracted Services	F	A	M	E	Technical Assistance/ Comments
B.4.2a	Included the areas, if any, which may require the applicant to seek expertise.			1		Meets the criteria.
B.4.2b	Contained a reasonable demonstration of the professional experience or competence of those hired or retained to perform such professional services.			1		Meets the criteria.
B.4.2c	Provided a list of anticipated contracted special education services with sources for costs.			1		Meets the criteria.
B.4.2d	Ensured costs as described in the narrative are included in the Start-Up and Three-Year Operational Budget as appropriate.			1		Meets the criteria.
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	Technical Assistance/ Comments
C.1a	Identify 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		Meets the criteria.
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.			1		Meets the criteria.
C.1c	Identified the timeframe for securing a facility appropriate for educational use.			1		Meets the criteria.
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		Meets the criteria.
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.			1		Meets the criteria.
C.1f	Consistent with all sections of the application package.			1		Meets the criteria.
C.1 Total		0	0	6	0	
C.2	Advertising and Promotion	F	A	M	E	Technical Assistance/ 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		Meets the criteria.
C.2b	Included how advertising/promotion costs were determined, as supported by market study or research.			1		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.			1		Meets the criteria.
C.2d	Ensured the number of students and State Equalization are supported and reflected in the Three- Year Operational Budget.			1		Meets the criteria.
C.2 Total		0	0	4	0	
C.3	Personnel	F	A	M	E	Technical Assistance/ 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.			1		Meets the criteria.
C.3b	Aligned staff qualifications with No Child Left Behind Highly Qualified requirements.			1		Meets the criteria.
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		Meets the criteria.
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).			1		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		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.			1		Meets the criteria.
C.3 Total		0	0	6	0	
C.4	Instructional Resources	F	A	M	E	Technical Assistance/ Comments

C.4a	Included expenditures that support the program of instruction including materials, supplies, equipment, etc. as described within the application package.			1		Meets the criteria.
C.4b	Delineated any financial arrangements and timeline for securing goods.			1		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.			1		Meets the criteria.
C.4 Total		0	0	3	0	
C.5	Operational Expenditures/Overhead	F	A	M	E	Technical Assistance/ Comments
C.5a	Included expenditures that support the operation of a school or that may be considered overhead costs. This includes lease, utilities, insurance, audit, maintenance/improvements, furniture and equipment, etc.		C	**1**		+ Includes expenditures that support the operation of a school or that may be considered overhead costs. Partially addresses criteria, but lacks sufficient detail in: - Including lease, utilities, insurance, audit, maintenance/improvements, furniture and equipment, or other significant expenditure. Provide additional details regarding utilities. **The revised submission for this scoring area meets the criteria.**
C.5b	Delineated any financial arrangements and timeline for securing goods.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Delineating any financial arrangements and timeline for securing goods. Narrative not consistent with Three-Year Operational Budget regarding personal loan and repayment terms. **The revised submission for this scoring area meets the criteria.**
C.5c	Ensured costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget.			1		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	13	92	0	
SUMMARY	No scoring area in Sections A, B, or C received a score of Falls Below					
	More than one scoring area in each section scored Approaches					
	Fails 95% Test					
CONCLUSION	**Fails to Meet the Criteria, Therefore Substantively Incomplete**					