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.		C	**1**		+ Includes research and/or experience. Partially addresses criteria, but lacks sufficient detail in: - Presenting a rationale for the selected approach. Provide additional details to support the rationale for the selected approach in relation to the program of instruction. **The revised submission for this scoring area 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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Describing the framework of the curricula for academic core content areas. Science, Social Studies, and English Language Learners are not sufficiently addressed. **The revised submission for this scoring area 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**		Partially addresses criteria, but lacks sufficient detail in: - Describing the formative assessment plan that shows student progression and/or mastery. Provide more details regarding the timeline for implementation of the formative assessment plan. - Describing the summative assessment plan that shows student progression and/or mastery. Provide more details regarding the timeline for implementation of the summative assessment plan. - Reflecting the Performance Management Plan. The timeline for implementation of the RTI-Early Intervention Program and was not sufficiently aligned with the PMP. **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.			1		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.			1		Meets the criteria.
A.3.1b	Described the process the school will use to determine grade level promotion.		**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 for all populations. **No revised information submitted for this scoring area.**
A.3.1c	Presented clear criteria for promotion from one level to the next.		**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 for English Language Learners. **No revised information submitted for this scoring area.**
A.3.1d	Aligned with Strategy III of the Performance Management Plans.		**1**			Partially addresses criteria, but inconsistent in: - Aligning with Strategy III of the Performance Management Plans. Narrative is not sufficiently aligned with PMP. **No revised information submitted for this scoring area.**
A.3.1 Total		0	3	1	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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Providing a rationale for the weekly schedule that supports the target population. The rationale provided does not clearly demonstrate support for the target population. **The revised submission for this scoring area 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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Identifying professional development days consistent with the information provided in the required Professional Development Strategy (Strategy IV) of the Performance Management Plans. Professional development days identified in the calendar not clearly described in the narrative. Professional development action steps in the math and reading PMP S. IV were not outlined in the narrative or calendar. **The revised submission for this scoring area 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.			1		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.			1		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.		1			+ Provides an appropriate assessment that accurately measures student progress and mastery for **Writing.** + Aligns assessment questions with Common Core State Standards for **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Math.** The summative assessment for **Math** does not clearly and/or accurately measure student progress and mastery of the other identified standard. - Aligning assessment questions with Common Core State Standards for **Writing.** The summative assessment for **Writing** is not clearly aligned with the standard. 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.** **No revised information submitted for this scoring area.**
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.		1			+ 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 **Writing and Math.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing and Math.** The summative assessment scoring described in **Writing** does not clearly align to the required standard. The summative assessment scoring described in **Math** does not clearly align to the other identified standard Is not: - Specific to the assessment and Standard for **Reading.** 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.** **No revised information submitted for this scoring area.**
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	2	3	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.		**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 **Reading, Writing, and Math.** + 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. - 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 to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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.		**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 **Reading, Writing, and Math.** + 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. - Providing a logical sequence of activities leading to the summative assessment for **Reading and Math.** Student activities described in **Reading and Math** do not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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**			+ 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 **Reading, Writing, and Math.** 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. - Aligning assessment questions with Common Core State Standards for **Reading and Math.** The summative assessments for **Reading and Math** are not clearly aligned with the standard. **No revised information submitted for this scoring area.**
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**			+ Specific to the assessment and Standard for **Writing.** + Provides the components to be scored for **Reading, Writing, and Math.** + Lists the criteria required to demonstrate mastery for **Reading, Writing, and Math.** + Includes a grading/scoring scale for **Reading, Writing, and Math.** 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. **No revised information submitted for this scoring area.**

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	4	1	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.		**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 Common Core State Standards for **Writing.** Instruction described in **Writing** does not clearly lead to mastery of identified standard. - Correlating with the Program of Instruction described in the narrative for **Writing.** Instructional strategies in **Writing** sample are not sufficiently consistent with A.1 and A.3. - Providing a logical sequence of instruction leading to the summative assessment for **Writing.** Instruction described in **Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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.		**1**			+ Presents activities that align with the Common Core State Standards and instruction 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 Common Core State Standards and instruction for **Writing.** Student activities described in **Writing** do not clearly lead to mastery of identified standard. Student activities described in **Writing** are not clearly aligned to the described instruction. - Correlating with the Program of Instruction described in the narrative for **Writing.** Student activities in the **Writing** sample are not sufficiently consistent with A.1 and A.3. - Providing a logical sequence of activities leading to the summative assessment for **Writing.** Student activities described in **Writing** do not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**

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 and Math.** + Aligns assessment questions with Common Core State Standards for **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Partially addresses criteria, but lacks sufficient detail in: - Aligning assessment questions with Common Core State Standards for **Writing.** The summative assessment for **Writing** is not clearly aligned with the standard. 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.** **No revised information submitted for this scoring area.**
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 and Math.** + Provides the components to be scored for **Reading, Writing, and Math.** + Lists the criteria required to demonstrate mastery for **Reading and Math.** + Includes a grading/scoring scale for **Reading, Writing, and Math.** Partially addresses criteria, but is inconsistent with: - Listing the criteria required to demonstrate mastery for **Writing.** Provide additional details regarding the criteria required to demonstrate mastery in **Writing.** Is not: - Specific to the assessment and Standard for **Reading.** **No revised information submitted for this scoring area.**
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	4	1	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**			+ 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, Writing, 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 Common Core State Standards for **Writing.** Instruction described in **Writing** does not clearly lead to mastery of identified standard. - Providing a logical sequence of instruction leading to the summative assessment for **Writing.** Instruction described in **Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**

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**			+ Presents activities that align with the Common Core State Standards and instruction for **Reading and Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, 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 Common Core State Standards and instruction for **Writing.** Student activities described in **Writing** does not clearly lead to mastery of identified standard. - Providing a logical sequence of activities leading to the summative assessment for **Writing.** Student activities described in **Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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.		**1**			+ Provides an appropriate assessment that accurately measures student progress and mastery for **Reading and Math.** + Aligns assessment questions with Common Core State Standards for **Reading and Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Writing.** The summative assessment for **Writing** does not clearly and accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Writing.** The summative assessment for **Writing** is not clearly aligned with the standard. **No revised information submitted for this scoring area.**
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**			+ Specific to the assessment and Standard for **Reading and Math.** + Provides the components to be scored for **Reading, Writing, and Math.** + Lists the criteria required to demonstrate mastery for **Reading, Writing, and Math.** + Includes a grading/scoring scale for **Reading, Writing, and Math.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing.** The summative assessment scoring described in **Writing** does not clearly align to the required standard. **No revised information submitted for this scoring area.**
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	4	1	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.		**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, Writing, Math and Science.** + 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 Common Core State Standards for **Writing** and Arizona Academic Standards for **Science.** Instruction described in **Writing and Science** does not clearly lead to mastery of identified Standard or Performance Objective. - Providing a logical sequence of instruction leading to the summative assessment for **Writing and Science.** Instruction described in **Writing and Science** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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.		**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, Writing, Math and Science.** + 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 Common Core State Standards for **Writing** and Arizona Academic Standards for **Science,** and instruction. Student activities described in **Writing** and **Science** do not clearly lead to mastery of identified standard or performance objective. - Providing a logical sequence of activities leading to the summative assessment for **Writing and Science.** Student activities described in **Writing and Science** do not clearly connect a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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**			+ Aligns assessment questions with Common Core State Standards for **Reading.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, Math and Science.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Reading, Writing, Math and Science.** The summative assessments for **Writing, Math and Science** do not clearly and/or accurately measure student progress and mastery of the required standard. The summative assessment for **Reading** does not assess an individual, unassisted student. - Aligning assessment questions with Common Core State Standards for **Writing and Math,** and Arizona Academic Standards for **Science.** The summative assessments for **Writing, Math and Science** are not clearly aligned with the required standard or performance objective. **No revised information submitted for this scoring area.**

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 **Reading.** + Provides the components to be scored for **Reading, Writing, Math and Science.** + Lists the criteria required to demonstrate mastery for **Reading, Writing, Math and Science.** + Includes a grading/scoring scale for **Reading, Writing, and Science.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing and Math,** and Performance Objective for **Science.** The summative assessment scoring described in **Writing, Math, and Science** does not clearly align to the required Standard or Performance Objective. Partially addresses criteria, but lacks sufficient detail in: - Including a grading/scoring scale for **Math.** Provide additional details regarding the grading/scoring scale in **Math.** **No revised information submitted for this scoring area.**
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	4	1	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.		**1**			+ Presents a summary of instruction by lesson that aligns with the Common Core State Standards for **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** + Provides a logical sequence of instruction leading to the summative assessment for **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 and Writing.** Instruction described in **Reading and Writing** does not clearly lead to mastery of identified standard. - Providing a logical sequence of instruction leading to the summative assessment for **Reading and Writing**. Instruction described in **Reading and Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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.		**1**			+ Presents activities that align with the Common Core State Standards and instruction for **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** + Provides a logical sequence of activities leading to the summative assessment for **Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading and Writing.** Student activities described in **Reading and Writing** do not clearly lead to mastery of identified standard. - Providing a logical sequence of activities leading to the summative assessment for **Reading and Writing**. Student activities described in **Reading and Writing** do not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**

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 **Reading, Writing, and Math.** Partially addresses criteria, but lacks sufficient detail in: - Providing an appropriate assessment that accurately measures student progress and mastery for **Writing.** The summative assessment for **Writing** does not clearly and accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Writing**. The summative assessment for **Writing** is not clearly aligned with the standard. 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.** **No revised information submitted for this scoring area.**
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 **Math.** + Provides the components to be scored for **Reading, Writing, and Math.** + Lists the criteria required to demonstrate mastery for **Reading, Writing, and Math.** + Includes a grading/scoring scale for **Reading, Writing, and Math.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Writing.** The summative assessment scoring described in **Writing** does not clearly align to the required standard. Is not: - Specific to the assessment and Standard for **Reading**. **No revised information submitted for this scoring area.**
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	4	1	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 **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** + Provides a logical sequence of instruction leading to the summative assessment for **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 and Writing.** Instruction described in **Reading and Writing** does not clearly lead to mastery of identified standard. - Providing a logical sequence of instruction leading to the summative assessment for **Reading and Writing.** Instruction described in **Reading and Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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 **Math.** + Correlates with the Program of Instruction described in the narrative for **Reading, Writing, and Math.** + Provides a logical sequence of activities leading to the summative assessment for **Math.** Partially addresses criteria, but lacks sufficient detail in: - Presenting activities that align with the Common Core State Standards and instruction for **Reading and Writing**. Student activities described in **Reading and Writing** does not clearly lead to mastery of identified standard. - Providing a logical sequence of activities leading to the summative assessment for **Reading and Writing.** Student activities described in **Reading and Writing** does not clearly connect to a summative assessment aligned to the required standard. **No revised information submitted for this scoring area.**
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**			+ 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 **Reading, Writing, and 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 assessment for **Reading and Writing** does not clearly and/or accurately measure student progress and mastery of the required standard. - Aligning assessment questions with Common Core State Standards for **Reading and Writing.** The summative assessment for **Reading and Writing** is not clearly aligned with the standard. **No revised information submitted for this scoring area.**
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**			+ Specific to the assessment and Standard for **Math.** + Provides the components to be scored for **Reading, Writing, and Math.** + Lists the criteria required to demonstrate mastery for **Reading, Writing, and Math.** + Includes a grading/scoring scale for **Reading, Writing, and Math.** Partially addresses criteria, but is inconsistent with: - The assessment and Standard for **Reading and Writing.** The summative assessment scoring described in **Reading and Writing** does not clearly align to the required standard. **No revised information submitted for this scoring area.**

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.			1		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.			1		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	29	31	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.		C	**1**		+ Establishes consistency with the application package and By-laws. Partially addresses criteria, but lacks sufficient detail in: - Including a clear description of the roles and responsibilities of the principals. Description of individual responsibilities not provided. Description of individual experience not provided. **The revised submission for this scoring area 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).			1		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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Identifying experience in elementary/ secondary education as it supports the operation of a charter school. Provide additional details regarding the experience in elementary education as it pertains to the operation of a charter school. - Identifying experience in business operation as it supports the operation of a charter school. Provide additional details regarding the experience in business operation as it pertains to the operation of a charter school. - Identifying experience in financial management as it supports the operation of a charter school. Provide additional details regarding the experience in financial management as it pertains to the operation of a charter school. **The revised submission for this scoring area 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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Including how the make-up of the governing body described will comply with the Open Meeting Law. Narrative does not sufficiently demonstrate an understanding of Open Meeting Law. **The revised submission for this scoring area 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**			Partially addresses criteria, but lacks sufficient detail in: - Demonstrating understanding of management needs and priorities. Provide additional details to demonstrate understanding of day-to-day operations of a school regarding business management. **The revised submission for this scoring area partially addresses the criteria, but lacks sufficient detail in:** **- Demonstrating understanding of management needs and priorities. Provide additional details to demonstrate understanding of day-to-day operations of a school regarding business management.**
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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Providing a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school. Description of roles and responsibilities not provided for English Language Learners, Special Education, and business management. **The revised submission for this scoring area meets the criteria.**
B.4d	Provided an organizational chart and narrative that represents a practical reporting structure within the organization.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Providing an organizational chart and narrative that represents a practical reporting structure within the organization. Organizational chart not sufficiently consistent with narrative regarding English Language Learners, Special Education, and business management. **The revised submission for this scoring area meets the criteria.**
B.4 Total		0	1	3	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.					Not applicable.
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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Including the areas, if any, which may require the applicant to seek expertise. Provide additional details regarding financial, legal, and audit services to be contracted to outside vendors. **The revised submission for this scoring area 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**			Partially addresses criteria, but lacks sufficient detail in: - Including costs as described in the narrative in the Start-Up and Three-Year Operational Budget. Financial, legal, and audit service costs listed in the Three-Year Operational Budget were not sufficiently described in the narrative. **The revised submission for this scoring area partially addresses the criteria, but lacks sufficient detail in:** **- Including costs as described in the narrative in the Start-Up and Three-Year Operational Budget. Legal and audit service costs listed in the Three-Year Operational Budget were not sufficiently described in the narrative.**
B.4.2 Total		0	1	3	0	
	Section B Sub-Total	0	2	21	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.		C	**1**		+ Identifies and describes the facility necessary to implement the program. Partially addresses criteria, but lacks sufficient detail in: - Including square footage, number of classrooms, layout of space, and location that will accommodate the number of anticipated students as identified throughout the application package. Provide additional details regarding how square footage is sufficient to implement the program. **The revised submission for this scoring area 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.		C	**1**		+ Discusses applicant's understanding and costs associated with securing the facility. Partially addresses criteria, but lacks sufficient detail in: - Discussing applicant's understanding of ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. The provided narrative does not clearly demonstrate the capacity for ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. - Discussing applicant's understanding of costs related to ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. The provided narrative does not clearly demonstrate the capacity for securing the facility. **The revised submission for this scoring area 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.		C	**1**		+ Discusses the financial arrangements that have been made for securing the facility. Partially addresses criteria, but lacks sufficient detail in: - Ensuring costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget. Costs that are associated with securing the facility are not reflected in the Start-Up Budget. Areas that are not reflected include components necessary at opening of school to implement program. **The revised submission for this scoring area meets the criteria.**
C.1f	Consistent with all sections of the application package.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Establishing consistency with all sections of the application package. Narrative is not sufficiently consistent with Three-Year Operational Budget regarding facility capacity and number of students served in years 2 and 3. Narrative is not sufficiently consistent with Business Plan Section C.3 regarding number of students per classroom. **The revised submission for this scoring area 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.		C	**1**		+ Discusses advertising/promotion plans. Partially addresses criteria, but lacks sufficient detail in: - Including strategies and timeline to support the number of students included in the Three-Year Operational Budget. The start-up Advertising & Promotion plan does not clearly indicate capacity to support the number of students indicated in the Three-Year Operational Budget. **The revised submission for this scoring area 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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Ensuring the number of students and State Equalization are supported and reflected in the Three- Year Operational Budget. Provide additional detail regarding level of State Equalization in the Three-Year Operational Budget. State Equalization listed in the Three-Year Operational Budget is not sufficiently described in the narrative. **The revised submission for this scoring area 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**			+ Provides an administrative plan that includes oversight responsibilities related to instruction and operational services. Partially addresses criteria, but lacks sufficient detail in: - Identifying the number of administrative personnel and their oversight responsibilities related to the following areas: Assessment (mandated State testing), Financial Management, and Student Accountability Information System (SAIS). Provide additional details regarding oversight responsibilities related to Assessment. The financial and operational management component, including SAIS, of the administrative plan is not clearly sufficient to effectively operate the charter school. **The revised submission for this scoring area partially addresses the criteria, but lacks sufficient detail in:** **- Identifying the number of administrative personnel and their oversight responsibilities related to Financial Management.**
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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Including all Employee Related Expenses (ERE) as described in the narrative in the organization's Start-Up and Three-Year Operational Budgets. Employee benefit costs listed in the Three-Year Operational Budget were not sufficiently described in the narrative. **The revised submission for this scoring area meets the criteria.**
C.3 Total		0	1	5	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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Including expenditures that support the program of instruction. Provide additional details aligning the instructional resources and the program of instruction. - Including materials, supplies, equipment, etc. as described within the application package. The start-up resources described are not clearly sufficient to support the effective implementation of the program of instruction. **The revised submission for this scoring area meets the criteria.**
C.4b	Delineated any financial arrangements and timeline for securing goods.	C		**1**		- Does not delineate any financial arrangements and timeline for securing goods. **The revised submission for this scoring area 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**		Partially addresses criteria, but lacks sufficient detail in: - Ensuring costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget. Costs that are associated with Instructional Resources are not reflected in the Start-Up Budget. **The revised submission for this scoring area 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**		+ Including 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 maintenance and improvements. **The revised submission for this scoring area meets the criteria.**
C.5b	Delineated any financial arrangements and timeline for securing goods.	C		**1**		- Does not delineate any financial arrangements and timeline for securing goods. **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.		C	**1**		Partially addresses criteria, but lacks sufficient detail in: - Ensuring costs as described in the narrative are included in the organization's Start-Up and Three-Year Operational Budget. Costs that are associated with Operational Expenditures and Overhead are not reflected in the Start-Up Budget. **The revised submission for this scoring area meets the criteria.**
C.5 Total		0	0	3	0	
	Section C Sub-Total	0	1	21	0	
Grand Total	**Sections A, B, and C**	0	32	73	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**					