CONSENSUS SUBSTANTIVE REVIEW RUBRIC FOR THE ASBCS 2017-18 CYCLE

Applicant Group: Synergy Public School
Proposed School Name: Synergy Public School

		REVISED APPLICATION RATINGS					PRELIMINARY APPLICATION RATINGS			
Part A	**Educational Plan**									
A.1	Educational Philosophy	F	A	M	Technical Assistance / Comments		F	A	M	Technical Assistance / Comments
A.1a	Provide a detailed description of the school's philosophical approach to improving pupil achievement in the target population.			1	Meets the Criteria				1	Meets the Criteria
A.1b	Incorporate the principles or concepts fundamental to the school's proposed program of instruction.			1	Meets the Criteria				1	Meets the Criteria
A.1c	Present a rationale for the selected approach for the target population, including research and/or experience.			1	Meets the Criteria				1	Meets the Criteria
A.1d	Ensure the Mission Statement on the Target Population Page is consistent with the narrative.			1	Meets the Criteria				1	Meets the Criteria
A.1 Total		0	0	4			0	0	4	
A.2	Target Population	F	A	M	Technical Assistance / Comments		F	A	M	Technical Assistance / Comments
A.2a	Identify the target population consistent with the information provided on the Target Population Page, demonstrating a clear understanding of the students and community the school intends to serve, including current levels of academic performance.			1	Meets the Criteria				1	Meets the Criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in A.3 meets the needs of the target population including improving pupil achievement.			1	Meets the Criteria				1	Meets the Criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the needs of the target population for improved pupil achievement.			1	Meets the Criteria				1	Meets the Criteria
A.2 Total		0	0	3			0	0	3	
A.3	Program of Instruction	F	A	M	Technical Assistance / Comments		F	A	M	Technical Assistance / Comments
A.3a	Describe the curriculum for the core academic content areas, which clearly demonstrates alignment to the Educational Philosophy and Arizona State Standards.			1	Meets the Criteria				1	Meets the Criteria
A.3b	Demonstrate clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum and Educational Philosophy.			1	Meets the Criteria				1	Meets the Criteria
A.3c	Describe a summative assessment plan that clearly allows determination of student mastery of Arizona State Standards, aligned to the Educational Philosophy and methods of instruction described in the narrative.			1	Meets the Criteria				1	Meets the Criteria
A.3d	Ensure the Program of Instruction is consistent with the Academic Systems Plan.			1	Meets the Criteria				1	Meets the Criteria
A.3 Total		0	0	4			0	0	4	
A.3.1	Mastery and Promotion	F	A	M	Technical Assistance / Comments		F	A	M	Technical Assistance / Comments
A.3.1a	Present clear criteria for promotion from one level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.			1	Meets the Criteria				1	Meets the Criteria
A.3.1b	Describe a viable and adequate process the school will use to determine grade-level promotion/retention consistent with State requirements.			1	Meets the Criteria				1	Meets the Criteria
A.3.1c	Ensure consistency with Area II of the Academic Systems Plan.			1	Meets the Criteria				1	Meets the Criteria
A.3.1 Total		0	0	3			0	0	3	
A.3.2	Course Offerings and Graduation Requirements	F	A	M	Technical Assistance/ Comments		F	A	M	Technical Assistance/ Comments

A.3.2a	Identify graduation requirements for the school that will meet State requirements.				Not Applicable				*Not Applicable*
A.3.2b	Describe a viable and adequate process and criteria for awarding course credit.				Not Applicable				*Not Applicable*
A.3.2c	Ensure consistency with Area II of the Academic Systems Plan.				Not Applicable				*Not Applicable*
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and clearly demonstrating alignment to the Program of Instruction.				Not Applicable				*Not Applicable*
A.3.2.e	Ensure consistency with the Program of Instruction and alignment with the Business Plan as presented in the application package.				Not Applicable				*Not Applicable*
A.3.2 Total		0	0	0		*0*	*0*	*0*	
A.4	School Calendar and Weekly Schedule	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
A.4a	Clearly demonstrate compliance with hours/minutes of instruction for each grade level served for the proposed school calendar (standard, alternative, or extended).			1	Meets the Criteria			*1*	*Meets the Criteria*
A.4b	Provide a rationale for the weekly schedule that clearly supports improving pupil achievement in the target population.			1	Meets the Criteria			*1*	*Meets the Criteria*
A.4c	Identify professional development days consistent with the information provided in Area IV of the Academic Systems Plan.			1	Meets the Criteria			*1*	*Meets the Criteria*
A.4d	(If an Alternative Calendar was identified on the Target Population Page) Demonstrate the various ways instructional minutes may be met.				Not Applicable				*Not Applicable*
A.4 Total		0	0	3		*0*	*0*	*3*	
A.5	Academic Systems Plan	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
A.5a	Provide predicted baseline figures for Percent Passing and SGP in Mathematics and Reading aligned with target population information provided in Section A.2			1	Meets the Criteria			*1*	*Meets the Criteria*
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2.			1	Meets the Criteria			*1*	*Meets the Criteria*
A.5c	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I): i. Adoption of curriculum aligned to ACCRS; • adopting new and supplemental curriculum • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona College and Career Ready Standards (ACCRS). ii. Implementation of curriculum; • integrating curriculum into instruction consistently and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. iii. Evaluation of curriculum; • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard. iv. Revision of Curriculum; • making revisions to existing curriculum and • replacing/supplementing existing curriculum through adoption of new curriculum. v. Adaptation to address the curriculum needs of subgroup populations; • ensuring that implemented curriculum and supplemental curriculum meets the identified needs of students in subgroups.			1	Meets the Criteria		*1*		*Addresses criteria, but lacks sufficient detail in:* *Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I):* *iv. Revision of Curriculum:* *Replacing/supplementing existing curriculum through adoption of new curriculum after Year One.*

A.5d	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II): i. Developing the assessment system; • creating a data collection system that involves both formative and summative assessments, • ensuring the assessment system is aligned to • the curriculum, and • the instructional methodology/program. ii. Analyzing assessment data; • students are performing, • whether instructional methodology and curriculum are meeting the needs of all students, and • what adjustments are made when methodology and/or curriculum are not meeting student needs. iii. Adapted to meet the needs of subgroups; • specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. iv. Year to Year comparison; • determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency • determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.			1	Meets the Criteria			*1*	*Meets the Criteria*
A.5e	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III): i. Monitoring instruction; • gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in subgroup populations. ii. Evaluating instructional practices; • gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses, and needs of individual teachers. iii. Adapted to meet the needs of subgroups; • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. iv. Providing feedback that develops the quality of teaching and standards integration; • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.			1	Meets the Criteria		*1*		*Addresses criteria, but lacks sufficient detail in:* *Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III):* *i. Monitoring instruction:* *Identifying if the instruction is taking place in the manner prescribed by curriculum planning documents.*

A.5f	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV): i. Developing the professional development plan; • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. ii. Supporting high quality implementation; • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space and the necessary material items required for implementation. iii. Monitoring implementation and follow-up; • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. iv. Adapted to meet the needs of subgroups; • determining what topics are addressed during PD to meet the needs of subgroups.			1	Meets the Criteria			1	*Meets the Criteria*
A.5g	Identify the frequency and/or timing sufficient for the timely completion of the action steps as part of a comprehensive system in each Area.			1	Meets the Criteria			1	*Meets the Criteria*
A.5h	Identify concrete documentation that will serve as evidence to demonstrate completion of all components of each action step.			1	Meets the Criteria			1	*Meets the Criteria*
A.5i	Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s).			1	Meets the Criteria			1	*Meets the Criteria*
A.5j	Identify adequate implementation costs that are clearly listed by cost and budget line item on the ASP Template and clearly and distinctly listed in the description of the line item in the Assumptions.			1	Meets the Criteria			1	*Meets the Criteria*
A.5k	Be consistent with all sections of the application package.			1	Meets the Criteria			1	*Meets the Criteria*
A.5 Total		0	0	11		*0*	*2*	*9*	
A.6.K	Curriculum Samples - Kinder Grades	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
A.6.K.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.K.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.K.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.K.d	Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Math* *Addresses criteria, but lacks sufficient detail in:* *Providing at least three Summative Assessment Items, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores in Writing.*
A.6.K.e	Not evaluated for this grade level.				Not evaluated for this grade level.				*Not evaluated for this grade level.*

A.6.K.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.K Total		0	0	5		0	1	4	
A.6.1	Curriculum Samples - 1st	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
A.6.1.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.1.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.1.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.1.d	Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading* *Addresses criteria, but lacks sufficient detail in:* *Providing at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard in Math and Writing.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: involving situations of adding to.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Writing: Write opinion pieces in which they introduce the topic or name the book they are writing about, and provide some sense of closure.*
A.6.1.e	Not evaluated for this grade level.				Not evaluated for this grade level.				*Not evaluated for this grade level.*
A.6.1.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.1 Total		0	0	5		0	1	4	
A.6.2	Curriculum Samples - 2nd	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
A.6.2.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.2.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.2.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*

A.6.2.d	Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Writing* *Addresses criteria, but lacks sufficient detail in:* *Providing at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard in Reading and Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Reading: Explain how specific images contribute to and clarify a text.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Involving situations of putting together, taking apart, and comparing.*
A.6.2.e	Not evaluated for this grade level.				Not evaluated for this grade level.				*Not evaluated for this grade level.*
A.6.2.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.2 Total		0	0	5		0	1	4	
A.6.3	Curriculum Samples - 3rd	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
A.6.3.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Writing* *Addresses criteria, but lacks sufficient detail in:* *Describing the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard in Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Use division within 100 to solve word problems in situations involving arrays.*
A.6.3.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Writing* *Addresses criteria, but lacks sufficient detail in:* *Describing the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard in Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Use division within 100 to solve word problems in situations involving arrays.*
A.6.3.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*

A.6.3.d	Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading* *Addresses criteria, but lacks sufficient detail in:* *Providing at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores in Writing and Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Writing: Create an organizational structure that lists reasons.* *Curriculum Sample did not include the following component of grade-level rigor in the Required Standard for Math: Solve word problems in situations involving measurement quantities.*
A.6.3.e	Not evaluated for this grade level.				Not evaluated for this grade level.				*Not evaluated for this grade level.*
A.6.3.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.3 Total		0	0	5		*0*	*3*	*2*	
A.6.4	Curriculum Samples - 4th	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
A.6.4.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Instructional Strategies that would clearly provide a student opportunities to engage in the objective set by the Required Performance Objective).			1	Meets the Criteria for Reading, Writing, Math, and Science		1		*Meets the Criteria for Reading and Writing* *Addresses criteria, but lacks sufficient detail in:* *Describing the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor in Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Distinguishing multiplicative comparison from additive comparison.* *Describing the Instructional Strategies that would clearly provide a student with opportunities to engage in the objective set by the Science Performance Objective.* *Curriculum Sample did not include the following component of the Required Performance Objective for Science: Describing ways in which resources can be conserved.*

A.6.4.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard (for Science: Describe the Student Activities that would clearly provide a student with opportunities to engage in the objective set by the Required Performance Objective).			1	Meets the Criteria for Reading, Writing, Math, and Science		1		*Meets the Criteria for Reading and Writing* *Addresses criteria, but lacks sufficient detail in:* *Describing the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard in Math and Science.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Distinguishing multiplicative comparison from additive comparison.* *Curriculum Sample did not include the following component of the Required Performance Objective for Science: Describing ways in which resources can be conserved.*
A.6.4.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, Math, and Science			1	*Meets the Criteria for Reading, Writing, Math, and Science*
A.6.4.d	(for Reading, Writing, and Mathematics curriculum samples) Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Writing* *Addresses criteria, but lacks sufficient detail in:* *Providing at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores in Math.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Math: Distinguishing multiplicative comparison from additive comparison.*
A.6.4.e	(for Science curriculum samples) Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the Required Performance Objective, such that mastery of the application of the content and/or skills as defined by the objective in the Required Performance Objective is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Science			1	*Meets the Criteria for Science*
A.6.4.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, Math, and Science			1	*Meets the Criteria for Reading, Writing, Math, and Science*
A.6.4 Total		0	0	6		*0*	*3*	*3*	
A.6.5	Curriculum Samples - 5th	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*

A.6.5.a	Describe the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Math* *Addresses criteria, but lacks sufficient detail in:* *Describing the Instructional Strategies that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor in Writing.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Writing: In which ideas are logically grouped.*
A.6.5.b	Describe the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Required Standard.			1	Meets the Criteria for Reading, Writing, and Math		1		*Meets the Criteria for Reading and Math* *Addresses criteria, but lacks sufficient detail in:* *Describing the Student Activities that would clearly provide a student with opportunities to engage in the Arizona's College & Career Ready Standard expectations set by the grade-level rigor in Writing.* *Curriculum Sample did not include the following component of the grade level rigor in the Required Standard for Writing: In which ideas are logically grouped.*
A.6.5.c	Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.5.d	Provide at least three Summative Assessment Items, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.5.e	Not evaluated for this grade level.				Not evaluated for this grade level.				*Not evaluated for this grade level.*
A.6.5.f	Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with all sections of the Education Plan.			1	Meets the Criteria for Reading, Writing, and Math			1	*Meets the Criteria for Reading, Writing, and Math*
A.6.5 Total		0	0	5		*0*	*2*	*3*	
	Part A Sub Total	0	0	59		*0*	*13*	*46*	
Part B	**Operational Plan**								
B.1	Applicant Entity	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
B.1a	Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.1b	Provide an organizational chart and describe the reporting structure within the organization consistent with the narrative.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.1d	Identify any current or prior charter operation by the Applicant, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.1e	Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Education Plan, Operational Plan, and/or Business Plan.			1	Meets the Criteria			*1*	*Meets the Criteria*

B.1f	Identify any current or prior charter operation by any Principal, including the authorizer, timeframe, and nature of involvement.			1	Meets the Criteria			1	Meets the Criteria
B.1g	Be consistent with the background information provided for each individual.			1	Meets the Criteria			1	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page.			1	Meets the Criteria			1	Meets the Criteria
B.1i	Ensure consistency with the contents of the application package.			1	Meets the Criteria			1	Meets the Criteria
B.1j	Ensure consistency with legal documentation establishing entity, including number of directors required by Bylaws.			1	Meets the Criteria			1	Meets the Criteria
B.1 Total		0	0	10		0	0	10	
B.2	Governing Body	F	A	M	Technical Assistance / Comments	F	A	M	Technical Assistance / Comments
B.2a	Clearly identify if the corporate board for Applicant will act as the school governing body, or if and when a school governing body separate from the corporate board will be established.			1	Meets the Criteria			1	Meets the Criteria
B.2b	Include a clear description of the responsibilities of the governing body as per ARS§15-183 (E)(8).			1	Meets the Criteria			1	Meets the Criteria
B.2c	Provide a description of the composition of the governing body.			1	Meets the Criteria			1	Meets the Criteria
B.2d	Describe a viable and adequate process for filling vacancies on the school governing body.			1	Meets the Criteria			1	Meets the Criteria
B.2e	Be consistent with all sections of the application package.			1	Meets the Criteria			1	Meets the Criteria
B.2 Total		0	0	5		0	0	5	
B.3	Management and Operation	F	A	M	Technical Assistance / Comments	F	A	M	Technical Assistance / Comments
B.3a	Provide a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.			1	Meets the Criteria			1	Meets the Criteria
B.3b	Present a viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: i. Instruction, ii. Curriculum and Assessment (mandated State testing), iii. Staff Development, iv. Financial Management, v. Contracted Services, vi. Personnel, vii. Grants Management, and viii. Student Accountability Information System (SAIS).			1	Meets the Criteria			1	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate sufficient qualification for fulfillment of those responsibilities.			1	Meets the Criteria			1	Meets the Criteria
B.3d	Describe the proposed fair and equitable enrollment procedures compliant with A.R.S. §15-184, including the timeframe, waitlist, lottery, and the like, and documents to be included in the enrollment packet.			1	Meets the Criteria			1	Meets the Criteria
B.3e	Identify the enrollment targets that will be set and how these targets were determined, including the minimum, planned and maximum projected enrollment at each grade level.			1	Meets the Criteria			1	Meets the Criteria
B.3f	Be consistent with all sections of the application package.			1	Meets the Criteria			1	Meets the Criteria
B.3 Total		0	0	6		0	0	6	
B.3.1	Education Service Providers	F	A	M	Technical Assistance / Comments	F	A	M	Technical Assistance / Comments

B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP meets the needs of the target population including improving pupil achievement, as demonstrated by reference to relevant performance data for other schools that the ESP has managed.				Not Applicable				*Not Applicable*
B.3.1b	Provide a clear description of the services to be provided by the ESP consistent with the service agreement.				Not Applicable				*Not Applicable*
B.3.1c	(CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1.				Not Applicable				*Not Applicable*
B.3.1d	(EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program.				Not Applicable				*Not Applicable*
B.3.1e	(EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance.				Not Applicable				*Not Applicable*
B.3.1f	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement.				Not Applicable				*Not Applicable*
B.3.1g	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.				Not Applicable				*Not Applicable*
B.3.1 Total		0	0	0		*0*	*0*	*0*	
B.3.2	Contracted Services	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
B.3.2a	Delineate all areas, if any, which may require the Applicant to seek outside expertise.			1	Meets the Criteria		*1*		*Addresses criteria, but lacks sufficient detail in:* *Delineating all areas which may require the Applicant to seek outside expertise, specifically auditing services.*
B.3.2b	Discuss the professional qualifications expected of those to be retained to perform each listed contracted service.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.3.2c	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.3.2d	Provide clear and specific sources for costs of each listed contracted services.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.3.2e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate.			1	Meets the Criteria			*1*	*Meets the Criteria*
B.3.2 Total		0	0	5		*0*	*1*	*4*	
	Part B Sub-Total	0	0	26		*0*	*1*	*25*	
Part C	**Business Plan**								
C.1	Facilities Acquisition	F	A	M	Technical Assistance / Comments	*F*	*A*	*M*	*Technical Assistance / Comments*
C.1a	Identify and describe the facility necessary to implement the program. Include 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			*1*	*Meets the Criteria*
C.1b	Identify and provide documentation on available facilities within the target market that will allow implementation of the program of instruction and support the student population and class size described in the application package. Or Provide details of already-acquired facility, purchased land, or proposed build that will allow implementation of the program of instruction and support the student population and class size described in the application package.			1	Meets the Criteria			*1*	*Meets the Criteria*

C.1c	Identify a timeframe for securing an appropriate facility consistent with the start-up date of the school identified on the Target Population Page.			1	Meets the Criteria			1	*Meets the Criteria*
C.1d	Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy.			1	Meets the Criteria			1	*Meets the Criteria*
C.1e	Describe any financial arrangements that have been made for securing the facility.			1	Meets the Criteria			1	*Meets the Criteria*
C.1f	Ensure the Layout of Space is consistent with the narrative.			1	Meets the Criteria			1	*Meets the Criteria*
C.1g	Ensure costs as described in the narrative accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Assumptions.			1	Meets the Criteria		1		*Addresses criteria, but lacks sufficient detail in: Ensuring the rent/leasing costs as described in the narrative are accounted for in the Start up Budget.*
C.1h	Be consistent with all sections of the application package.			1	Meets the Criteria			1	*Meets the Criteria*
C.1 Total		0	0	8		0	1	7	
C.2	Advertising and Promotion	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
C.2a	Provide a clear description of an advertising/promotion plan that appears viable and adequate to support the number of students included in the Three-Year Operational Budget.			1	Meets the Criteria			1	*Meets the Criteria*
C.2b	Describe how the costs associated with the advertising/promotion plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget.			1	Meets the Criteria			1	*Meets the Criteria*
C.2c	Provide clear and specific sources for costs associated with the advertising/promotion plan.			1	Meets the Criteria			1	*Meets the Criteria*
C.2d	Provide a viable and adequate timeframe for advertising/promotion consistent with the start-up date of the school identified on the Target Population Page.			1	Meets the Criteria			1	*Meets the Criteria*
C.2e	Ensure costs as described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria			1	*Meets the Criteria*
C.2 Total		0	0	5		0	0	5	
C.3	Personnel	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
C.3a	Provide 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, to include the grades and number of students to be served in each of the first three years of operation, and the number of each type of instructional and non-instructional personnel each year.			1	Meets the Criteria			1	*Meets the Criteria*
C.3b	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.			1	Meets the Criteria			1	*Meets the Criteria*
C.3c	Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.			1	Meets the Criteria			1	*Meets the Criteria*
C.3 Total		0	0	3		0	0	3	
C.4	Start-Up Budget	F	A	M	Technical Assistance / Comments	F	A	M	*Technical Assistance / Comments*
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation.			1	Meets the Criteria			1	*Meets the Criteria*
C.4b	List expenditures to cover the start-up plans described in the application package.			1	Meets the Criteria			1	*Meets the Criteria*
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria		1		*Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for instruction consumables are viable and adequate.*

C.4d	Ensure revenues cover expenditures.			1	Meets the Criteria			1	Meets the Criteria
C.4e	Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget.			1	Meets the Criteria			1	Meets the Criteria
C.4f	Be consistent with all sections of the application package.			1	Meets the Criteria			1	Meets the Criteria
C.4 Total		0	0	6		0	1	5	
C.5	Three-Year Operational Budget	F	A	M	Technical Assistance / Comments	F	A	M	Technical Assistance / Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package.			1	Meets the Criteria			1	Meets the Criteria
C.5b	Ensure state equalization detailed in Projected Revenue Calculator is consistent with the Target Population and the student count by grade level.			1	Meets the Criteria			1	Meets the Criteria
C.5c	(If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2.			1	Meets the Criteria			1	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2.			1	Meets the Criteria			1	Meets the Criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate.			1	Meets the Criteria		1		Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for physical education equipment and Science kits are viable and adequate.
C.5f	If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms.			1	Meets the Criteria			1	Meets the Criteria
C.5g	Ensure revenues cover expenditures.			1	Meets the Criteria			1	Meets the Criteria
C.5h	Be consistent with all sections of the application package.			1	Meets the Criteria		1		Addresses criteria, but lacks sufficient detail in: Ensuring consistency with the Start-up Budget of the application package regarding the cost of marketing/advertising.
C.5 Total		0	0	8		0	2	6	
	Part C Sub-Total	0	0	30		0	4	26	
Grand Total	**Parts A, B, and C**	0	0	115		0	18	97	

SUMMARY	No scoring area in Part A, B, or C received a score of Falls Below
	No more than one scoring area in each section scored Approaches
	Educational Plan Meets 95% Test
	Operational Plan Meets 95% Test
	Business Plan Meets 95% Test
CONCLUSION	**Meets the Criteria, Therefore Proceeds to Interview**