AGENDA ITEM: New Charter Application - The Paideia Academy of Chandler, Inc.

The Paideia Academy of Chandler, Inc. submitted a complete charter application package for the Board's consideration. The revised application package does not meet the requirements set by the Board for the 2012-2013 application cycle. This report contains:

1. A staff overview of the application package, including a description of the proposed education plan, a description of the applicant's organization with a summary of information submitted regarding applicant education and experience, and a description of the applicant's business plan,
2. Additional background information regarding the qualifications of the applicant, based on affiliations with current or prior charter operations, and
3. Staff's recommendation regarding this application package.

Additional items in the portfolio include:

- A copy of the final scoring rubric which confirms the application package [does/does not] meet the requirements as demonstrated through the review of the preliminary application package submitted on [Date], including the technical assistance provided to the applicant and review of the revised application package submitted on [Date], and
- Each section of the revised application.

SUMMARY OF THE TITLE PAGE

The Paideia Academy of Chandler, Inc. is an Arizona non-profit corporation formed May 2011. The authorized representative for the corporation is Beth Mendonca. The proposed school, the Paideia Academy of Chandler, Inc., will serve grades K-8 in Chandler.

Mission Statement

The stated mission of The Paideia Academy of Chandler is as follows: Paideia (py-dee-a) from the Greek pais, paidos: the upbringing of a child. To help Paideia Academy learners discover their individual worth, immeasurable potential, and exercise their inherent gift of agency for the good of others.

A. EDUCATION PLAN – The following summary was created by pulling key phrases from the narrative of the applicant's Education Plan.

Educational Philosophy	**Philosophical approach:** The Paideia Academies, Inc. holds an educational philosophy based on the assumption that all human beings are by definition activist learners, capable of a full life propelled by intellectual growth. This is implemented through a Learning Center model characterized by a set of Essential Elements divided into five categories: Teaching and Learning, School Culture, Leadership, Community Involvement, and Scheduling. This model uses intellectual coaching and product-oriented learning techniques as the primary methods of instruction. Direct instruction will be used by teachers to assist students with acquiring basic information. Teachers will then use Paideia Seminar, more often referred to as the Socratic Method, to expand student understanding through analysis and evaluation. **Rationale:** This approach was based on a market study of the target population and research demonstrating it as a successful model with long-lasting results. Research results show that schools implementing the Paideia philosophy and instructional methodology demonstrate growth in academic test scores, advancement in social skills, increased parental awareness and involvement, and increased student security.

Target Population	The Paideia Academy of Chandler will serve students located in a 10 mile radius of the school site at 550 W. Warner Rd in Chandler. This area will draw students residing within the district boundaries of Gilbert Unified School District, Kyrene Elementary School District, Tempe Elementary, as well as Chandler Unified School District and Mesa Unified School District. Kyrene Elementary and Gilbert school districts have a predominantly White student population (67.8% and 75.1 respectively). The poverty level at most of these districts is at or slightly lower than the state average of 52.5%. The exception to this is Tempe Elementary with a poverty level of the population at 79.5%.

Program of Instruction – the applicant was required to describe a program of instruction that supports the educational philosophy and target population.	**Framework:** The narrative states that The Paideia Academy of South Phoenix will implement the Core Knowledge Sequence. Curricula will be mapped using the Core Knowledge Sequence and aligned to the Common Core Standards. Additional resources used as part of the instructional framework include Spalding Writing Road to Reading, Singapore Math, and the Full Option Science System (FOSS) Science program. Students will attend World Cultures and Languages class once each week. The geographical region studied will change each quarter. Reading and writing will be integrated into the study of World Cultures and Languages. Twice a week students will attend physical education/ dance classes. Visual arts and music classes will each meet once per week.
	
	Methods of Instruction: The following methods of instruction were described in the narrative as addressing the needs of the target population of The Paideia Academy of South Phoenix and providing a learning environment that reflects the educational philosophy of The Paideia Academies, Inc.:
	• Direct Instruction – limited to 10-15% of instructional time, this method that focuses on lower level critical thinking skills is for helping students acquire basic "must know information".
	• Intellectual Coaching – occurring for 70% of instructional time, this approach develops intellectual skills through the presentation of models and mutual contemplation by the teacher and student.
	• Paideia Seminar – also known as the Socratic Method, through this method the teacher facilitates a meaningful dialog with students. 15-20% of instructional time will be through Paideia Seminar.
	• Learning-In-Depth Project – each student, for the time they attend The Paideia Academy of South Phoenix, participates in a student-directed, independent study topic. Supervised, but not led by teachers, students explore and research their topic at their own pace to become an expert of their topic.
	• Response to Intervention – implemented as a school-wide tiered intervention model, this involves early identification of student learning needs and addresses them through focused lessons and intervention strategies.
	
	Methods of Assessment: The narrative lists the following to be used as their methods of assessment:
	• Formative:
	  o Ongoing classroom assessment such as daily class-work, student projects, portfolios, checklists, rubrics and curriculum based measures
	  o Response to Intervention (RTI) screening and progress monitoring
	  o Benchmark assessments through Acuity Testing

- AZELLA
- Cognitive Abilities Test (CogAt)

- Summative
  - End-of-unit tests
  - AIMS DPA and Terra Nova

School Calendar: Standard, 180 days

Student Count

Year	Grades Served	# of Students	# of Sites
1	K-4	125	1
2	K-6	175	1
3	K-8	200	1

Curriculum Samples

Curriculum samples for The Paideia Academy of Chandler were provided for grades K-8. The table below indicates which curriculum samples in the revised application package met all Board requirements (+), and which had deficiencies (-). Details can be found in the attached Scoring Rubric.

Grade	Math	Reading	Writing	Science
K	+	+	+	
1	+	+	+	
2	+	+	+	
3	+	+	+	
4	+	+	+	-
5	+	+	+	
6	+	-	+	
7	+	-	+	
8	+	-	+	-

PMP

The Performance Management Plan (PMP) for new applicants is for the purpose of ensuring the school's curriculum, instruction, monitoring of student achievement, and professional development are in place and appropriate for providing a quality education for each student it serves. It is also intended to focus the school on meeting the Board's level of adequate academic performance.

The table below indicates the criteria in the revised PMP that met Board requirements (+), or had deficiencies (-). Details can be found in the attached Scoring Rubric.

Evaluation Criteria	Math	Reading
Predicted Baseline for percent passing in AIMS	40%	55%
Aligns with the applicant's Education Plan.	+	+
Presents a viable plan for managing student academic performance that includes a predicted baseline and annual benchmark targets for the first two years of operation which reflect incremental progress toward the end target.	+	+
Identifies action steps, timeline, responsible party, evidence of meeting action steps, and budget for accomplishing all four prescribed strategies.	+	+
Reveals 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.		
	Creates action steps that complement and support the other strategies to the extent appropriate.	+	+
	Includes artifacts that provide evidence of the implementation of each action step.	+	+
	Provides adequate resources, i.e. time, money personnel, etc. to implement the action steps that support the strategies.	+	+
	Reflects costs from the Performance Management Plan in the Start-Up and Three-Year Operational Budget.	+	+
	For reference, FY 2011 AIMS State Average Passing Percentage is provided below. Parentheses indicate change from FY2010 State Average Passing Percentage. K-8 Math: 61% (+2%) K-8 Reading: 75% (+2%)		

Education Plan Findings

Preliminary application package: 35/70 scoring areas did not meet the criteria.
Revised application package: 12/70 scoring areas did not meet the criteria.

Details of the scoring areas that did not meet, listed below, can be found in the attached Scoring Rubric.

Areas of Education Plan that did not meet :

A.5.4c	A.5.4d	A.5.6a	A.5.6b	A.5.6c	A.5.6d	A.5.7a
A.5.7b	A.5.7c	A.5.7d	A.5.8c	A.5.8d		

B. ORGANIZATION DESCRIPTION

The Paideia Academy of Chandler, Inc. is a non-profit corporation, located in Chandler, Arizona, that was created on May 31, 2011 for the purpose of education with two Directors: Beth Mendonca and Dr. Robert C. Winsor II, both became took office on June 28, 2011.

Roles and Responsibilities

Corporate Board	Governing Body
The business and affairs of the Corporation shall be managed under the direction of the Board of Directors. The Corporate Board will be responsible for managing and controlling the assets and affairs of the corporation. One or more committees may be created by a majority resolution of the Board of Directors. The Board of Directors will appoint the initial school governing board.	The Governing Board has primary responsibility for oversight of the overall performance of the school as well as the development and review of major policies. All policies adopted by the Board will be maintained in a written board policy manual. The Governing Board will also have the responsibility to maintain the administrative relationship between the charter school and the authorized public chartering agency.

Establishment of Governing Body

The initial Governing Board will consist of Dr. Robert C. Winsor II, Beth Mendonca, and a third member to be determined. Directors can nominate a person to serve as a governing board member on the initial governing board. A majority vote by the Board of Directors is required for the initial nominated governing board members. The Governing Board shall fill any vacancy through nomination and majority vote as soon as is reasonably possible.

School Governing Body

Member Type	Number	Name
Organization Principal(s)	2	Beth Mendonca, Dr. Robert C. Winsor II
Community	1	To Be Determined

Charter Principal Background Information

Principal Name	Confirmed Education History	Confirmed Employment History	FCC	Notes
Beth Mendonca	B.S. Special Education West Georgia College	2009-Present: Director of Educational Services/Partner, The Principal's Office 2008-2009: Teacher, Burke Basic School 2005-2008: Campus Administrator, Academic Behavioral Alternatives/ Cente Corporation	Valid	There were no concerns identified with the background and internet checks.
Dr. Robert C. Winsor II	PhD. Education Northcentral University	2009-Present: Managing Partner, The Principal's Office 2006-2009: Principal, Burke Basic School 2002-2006: Director of Educational Services, ABS School Services/ The Geo Group	Valid	There were no concerns identified with the background and internet checks.

Organization Description Findings

Preliminary application package: 3/23 of the scoring areas did not meet the criteria.

The revised application met Board requirements in all scoring areas in the Organization Description section of the application.

Details can be found in the attached scoring rubric.

C. BUSINESS PLAN

Site Information

Proposed School Name	The Paideia Academy of Chandler
Proposed Location	Confirmed location: 550 West Warner Road, Chandler Arizona
Proposed/Secured Facility	The facility will consist of 11,700 SF, made up of 11 instructional classrooms, administrative space, and IT room, and a multipurpose room. A conditional 15-year lease agreement has been signed.

Budget

Secured Funds	The applicant has secured funds from Alexander Hristov for start-up purposes. The secured funds, in the amount of $31,126.22 as stated by the applicant, are available as confirmed by Bank of America.
Start-up Budget	The start-up budget, in the amount of $30,000, includes salary for Director/Principal, purchased services (contracted services, accounting services, legal, consultants, etc.), SAIS software, supplies, marketing/advertising, phone/communications/internet connectivity, student furniture and other equipment, office furniture and other equipment. At the end of the start-up period, revenue exceeds expenditures.
Annual Operating Budgets	Year one operating budget is based on 90% of anticipated student enrollment of 125 students, with a projected per-student equalization funding of $6,329.67. Projected annual budget balances are: Year One – $26,416; Year Two – $55,623; and Year Three – $75,500. At the end of each year revenue exceeds expenditures.

Business Plan Findings

Preliminary application package: 2/21 of the scoring areas did not meet the criteria. The revised application met Board requirements in all scoring areas in the Business Plan section of the application. Details can be found in the attached Scoring Rubric.

Scoring Rubric Summary

The preliminary application package did not meet in 35% of the scoring areas.
The revised application package did not meet in 10% of the scoring areas.

Board Options:

Option 1: The Board may approve the application. The following language is provided for consideration: Based upon review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to approve the application and grant a charter to The Paideia Academy of Chandler, Inc. to establish The Paideia Academy of Chandler charter school to serve grades K-8.

Option 2: The Board may deny the application package. Staff recommends the following language for consideration: Based upon a review of the contents of the portfolio provided for this applicant and the information provided by the representatives of the applicant during consideration, and given it is within the sole discretion of the Board to approve or deny a charter, I move to reject the application and deny the request for a charter of The Paideia Academy of Chandler, Inc. to establish a charter school for the reason(s) that its application package failed to meet the requirements of Title 15, Article 8 due to:

1. Lack of curriculum aligned to the state standards as stated in the scoring rubric.
2. Other specific reasons the Board may have found during its consideration including…

Note: Staff would have supported Option 1 if this had been an application for grades K-5.