

APPENDIX A

- 1. Recommendation Report**
- 2. Scoring Rubric**

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2019

NOVEMBER 4, 2019

New Charter Application for

Somerset Academy of the West Valley

Submitted by

Somerset Academy Arizona, Inc.

Report Summary

Recommendation: Deny					
Applicant Name:		Somerset Academy Arizona, Inc.			
Proposed School Name:		Somerset Academy of the West Valley			
Grades Served Year 1:	K - 3	Grades Served Year 2:	K - 4	Grades Served Year 3:	K - 5
Location:	Glendale, Arizona				
Mission Statement:	Somerset Academy of the West Valley promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.				

Section Scores

A substantively complete application package meets the following scoring requirements:

- No evaluation criteria receive a score of falls below the expectations; and
- No more than one evaluation area in each section is scored as approaching; and
- 95 percent of the evaluation areas in each plan (educational, operational, business) score at the meets level.

	<u>Preliminary TRP Scores</u>		<u>Revised TRP Scores</u>	
Any falls below the expectations ratings?	Yes		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score \geq 95%?	No	45.52%	No	68.71%
Operational Plan Score \geq 95%?	No	67.09%	No	89.74%
Business Plan Score \geq 95%?	No	62.28%	No	86.79%

In-Person Interview Summary

Attending the Capacity Interview for the Applicant were Ana Diaz and Lourdes Marrero, Authorized Representatives, and Francisco Mestre, Educational Service Provider (“ESP”) representative. Each individual attending the Capacity Interview contributed a significant amount of information to the process, with Francisco Mestre contributing more specific information about the application than either Authorized Representative.

Prior to the interview, the TRP had many concerns surrounding the curriculum area of the application including choice of curriculum, how the Applicant would monitor and adjust the curriculum, and the small amount of funding budgeted for the attainment of the curriculum. Concerns regarding the timing of the Marketing Plan specifically related to the recruitment of students and the lack of a process for recruiting staff members were raised during the initial application review. The relationship between Academica and the Applicant was discussed at length during the review of both the original and revised Application.

During the Capacity Interview (11:58–13:30 and 18:14–20:33 and 41:31), curriculum acquisition

along with the process of monitoring and adjusting curriculum were discussed in broad terms. Several specific curricula were mentioned during the interview, but nothing definitive. Monitoring and adjusting curriculum processes were discussed by Ms. Diaz, with the bottom line being “we don’t require a certain amount of observations - that is up to the principals” and “We give our school principals the autonomy to use their education and experience to do what is best for them” (Capacity Interview 20:50–21:17).

When the recruitment of students was addressed, the Applicant indicated it will be asking for a planning year in order to secure enough students and to allow time for the Applicant to become entrenched in the community (Capacity interview 5:30–6:00). It should be noted that this planning year presents a different timeline that what was laid out in the application. Staff recruitment was addressed by Mr. Mestre indicating Academica’s wide network of individuals wanting to work for their schools. The relationship between Academica and Somerset Academy Arizona was addressed in a comment by Mr. Mestre that “we are the board’s staff” (Capacity Interview 25:07).

In closing remarks, Ms. Diaz indicated that they were “tried and true” and had the support to make this school a reality (Capacity Interview 45:19–45:25).

The Capacity Interview did little to address the concerns the TRP had with the application package. Through non-specific answers and relying heavily on Mr. Mestre to look up answers in the Application packet, it was evident that the team was not prepared to successfully open another charter school in Arizona at this time.

TRP Qualitative Analysis Summary

The TRP recommends that the application for Somerset Academy Arizona, Inc. be denied due to the lack of specific details relative to each area of the Application and the lack of understanding by Applicant team members of certain aspects of the Application package. The Educational Plan did not meet the Board’s criteria for approval during either the original or revised application phase, with passing rates of 45.52% and 68.71% respectively. Strengths of the Educational Plan included the success the Applicant has had with this model in the State of Florida in underprivileged geographic areas. Also, the network of schools most recently received scores on the state assessment that were between 5% and 7% higher than the county and state averages for both English Language Arts (ELA) and Math. Additionally, the working relationship between Academica and Somerset Schools has been in existence for over a decade with each supporting the other in the expansion of charter schools to different parts of Florida, Texas, Nevada, and Arizona. While these are solid strengths, overall, this portion of the application was very vague. The areas of curriculum acquisition and monitoring and adjusting the curriculum were lacking specific details as to how the overall curriculum plan will help students meet the state standards. The Academic Systems Plan (ASP), where the curriculum planning, evaluating and monitoring were addressed, was vague and did not align well to the Program of Instruction narrative (A.3).

The Operational Plan did not meet the Board’s criteria for approval during either phase of the TRP application review, with scores of 67.09% and 89.74%. Overall, this section was the strongest of the three, with a stable relationship between the Governing Board and the ESP being the major strength. The greatest concern regarding the Operational Plan was the lack of consistency between the organizational chart and the narrative regarding personnel. Specifically, the position of janitor was

not included in the organizational chart but was included in the budget.

The Business Plan in the original application package had areas of concern surrounding the timing of student recruitment and the planned process for identifying teachers. While these areas were revised, they were not sufficiently altered to earn a score of meets during the second review by the TRP. The Business Plan scored a 62.98% on the original review and an 86.79% on the revised application review. Strengths of this plan include a well-defined process for facility acquisition and a good understanding of the student application and enrollment process. Concerns with this section were the amount of funding budgeted for the acquisition of curriculum materials, along with the process for recruiting staff members, as well as the timely recruiting of students for the opening of the school year.

Educational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Educational Plan Score \geq 95%?	No	No
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	59	31

Plan Summary

The Applicant plans to locate the new charter school in the city of Glendale, serving Kindergarten to 5th grade students. The demographics of this geographic area include 70% Hispanic, 17% White, and 7% African-American. Within this population, 81% of students qualify for Free/Reduced Lunch (FRL), 16% are English Language Learners (ELL) and 11% are Students with Disabilities. According to the application, the school's philosophy has an emphasis on "cultivating effective leaders, developing good character, and instilling in each child a desire to render service" and several different instructional techniques were listed (A.1 Educational Philosophy, page 1). The school calendar is a traditional 180 school days with each grade level surpassing the required number of hours of attendance per state law. The Applicant has provided time for teacher professional development by identifying each Friday in the school calendar as an early release day. The curriculum and assessment plan is lacking sufficient details for the TRP to be assured that this area will be strong. During the Capacity Interview when asked about specific curriculum that might be offered, the answer focused on concern for students meeting the standard and did not identify a specific curriculum (Capacity Interview 12:00–14:01). The depth of information provided in the application package and capacity interview make it difficult to determine definitively whether the Applicant has a good plan for all aspects of curriculum, including selection, evaluation and monitoring instruction to determine if curriculum is adequate to meet student needs.

Analysis

The Educational Plan approaches the criteria for approval because the Applicant does not sufficiently address the specifics of the type of curriculum that will be used, nor does the Applicant have a clearly identified process for evaluating if the curriculum is working. Additionally, the process by which instruction is monitored to determine if the curriculum is effective in the classroom is very loosely defined. Throughout Section A.3, Program of Instruction, (pages 1–2) the Applicant identifies different aspects of the school model that will be incorporated into the already identified school philosophy found in (A.1 Educational Philosophy, page 1). These aspects include emphasizing

positive, student-centered culture, collaboration, personalized learning, developing good character, in a family-like environment that is rigorous, creatively stimulating and nurturing. These aspects are not defined or clearly represented outside of the narrative in Section A.3 (Program of Instruction, pages 1–2).

During the Capacity interview when asked about specific curricular materials have been considered, the Applicant stated that the Wonders Reading series and the Go Math programs might be used until something better comes along (Capacity Interview 12:48 –3:47). It is unclear to the TRP if this is fully in alignment with Section A.3 or in Section A.5, Academic Systems Plan (ASP). Another concern raised by the TRP was the process of evaluating the curriculum to determine if it is meeting the needs of the students. The Applicant indicated that the bottom line was whether or not the students were meeting the standards. During the Capacity Interview, while no specific curriculum evaluation criteria was mentioned, the Applicant did state that through the use of a progress monitoring assessment tool, iReady, the school would determine whether or not the students were meeting the standards and that was the most important aspect (Capacity Interview 13:50–14:30). The process of monitoring classroom instruction as related to curriculum needs was discussed on pages in the ASP (A.5, pages 11-13). The narrative (page 13) indicates that “classroom observation data would be utilized to assist in determining if the curriculum and instruction are supporting the child’s growth” (paraphrased). When asked during the Capacity Interview about the process that would be utilized to monitor the appropriate implementation of the curriculum during instruction, the Applicant indicated the Universal walk-through tool would be used. The question came up during discussion as to how often the principals were required to complete a walk through observation on each teacher. While the answer was not definitive, it did demonstrate a small difference of opinion between the two Authorized Representatives as to what frequency was appropriate, raising concerns about whether a clear, implementable plan is in place for this Applicant (Capacity Interview 20:48–22:16).

When the Applicant was asked about the 13 Core Principles as listed in the Educational Philosophy (A.1, page 13) and how these were incorporated into the total program, the answer was that they are “embedded in all we do,” which is vague at best. The team provided many justifications for the inclusion of these Core Principles, none of which answered the question (Capacity Interview 38:50–41:30).

While there were several major weaknesses noted within the application, during the Capacity Interview, the following strengths were identified:

The Applicant has been able to develop their model into almost 40 charter schools within four states. The Florida schools in particular, have shown some good progress in helping students close achievement gaps and make progress toward meeting the state standards for English Language Arts and Math. The support given by Academics, the ESP, to each of these charter schools allows each school leader the ability to work with their students, get to know each one personally, monitor the instruction received by each student and their progress toward meeting the state standards, and assist the teachers in making good educational choices for all students.

Operational Plan

	Preliminary TRP Scores	Revised TRP Scores
Operational Plan Score \geq 95%?	No	No
Number of "Falls Below" ratings	3	0
Number of "Approaches" ratings	9	4

Plan Summary

The corporate board and the school governing body are the same at this point in time. Once the charter school is established, the plan states that local members will be added to the school governing board to represent the interests of the local community. The corporate board will have responsibility for the activities and affairs of the corporation, while the school governing body is the policy making body of the specific charter school with oversight and operational responsibilities. The following services will be contracted to outside vendors:

- Educational Service Provider
- Special Education Services
- Information Technology Services
- Legal Services
- Food Services
- Substitute Teacher Services
- Audit Services
- Facility Maintenance

Analysis

The Operational Plan approaches the criteria for approval because a few areas of the application did not fully address the technical guidance given after the initial review of this plan. These areas, while not representative of this entire section, still indicate a lack of attention to detail on the part of the Applicant. Section B.3.2 discusses the contracted services that the school will use during everyday operations. Pages 5 and 6 discuss the Food Services and Facility Maintenance contracts, but fail to disclose the source of these costs. A custodial/maintenance position is described in Section C.5 (Operational Budget) on pages 2 and 3. This position is not included in Section B.3 (Personnel). Finally, there is inconsistency in the Section B.2 narrative surrounding the number of board members required. According to Article III, Section 3.2 of the Bylaws, the Board of Directors should have 5 members (Page 4). The Applicant indicated in Section B.1 (page 22) that the board currently had 4 members and those members are reflected on the most recent filing of the ACC report. In the revised submission, the Applicant did not present a resolution to the inconsistency between the Bylaws and the present number of Directors.

Strengths of this section include a well-defined organizational structure with sufficient staff for the operation of the charter school (Section B.3). A strong relationship exists between the ESP (Academica) and the Applicant. During the Capacity Interview (23:10–25:49), the TRP asked the Applicant how they evaluated the ESP. The discussion surrounded the working relationship between the two entities, each with the ability to contact the other at any time, especially if the Applicant discovered one of its schools was having trouble. Francisco Mestre indicated that the job of the ESP was to be the board's staff and to provide back office support to the school principals so they could

be the instructional leaders of the charter school.

Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score \geq 95%?	No	No
Number of "Falls Below" ratings	1	0
Number of "Approaches" ratings	11	5

Plan Summary

- Proposed Location:** Several possible locations have been identified for a new build in the Glendale geographic area. These locations are listed below:
 NE Cactus Rd & Reems Rd – 13.85 acres
 Glendale Ave/83rd Avenue – 8.24 acres
 5650 W. Beverly Lane - 6.17 acres
- Facilities Requirements:** The Applicant will need 14 classrooms in year one, 19 classrooms in year two and 25 classrooms in year three. In addition, the charter school will need cafeteria space that includes a kitchen area, a playground, special rooms to house art, science labs and computer labs as well as a media/music room and a gymnasium. Office space will be needed for staff offices, a reception area, nurse's office, work/copy room, storage, and a data room. Separate restroom facilities are needed for staff and students. Total square footage required is 36,570 at year three.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:	0	264	374	506
Total Revenue:	165,000.00	1,563,616.50	2,236,114.54	3,024,477.83
Total Expenditures:	103,455.50	1,556,915.96	2,216,959.71	2,993,685.72
Ending Balance:	61,544.50	6,700.54	19,154.83	30,792.11

The Applicant has provided a basic floor plan for the new building. The timeline provided is very tight given that negotiations for facilities are scheduled before the end of the Application cycle. Enrollment is expected to grow each year with the addition of a grade level in years two and three. An advertising and marketing plan is presented that includes the use of flyers and brochures, a website and social media outlets, direct mailers, and informational nights for parents. The recruitment process is outlined and teachers will be recruited through national job fairs, teacher specific fairs and through online recruiting sites. Teachers will be state certified and have a Bachelor's degree or higher in the field. Once hired, the teachers will be trained during the pre-service week on topics such as data-driven decision making, student support, curriculum implementation and other school specific topics. Brand new teachers will be provided with extra training in classroom management and the Somerset Way. The budget is built on 95% of the enrollment target and includes competitive salaries for incoming teachers and other staff members. A retirement plan is provided for the employees outside of the Arizona State Retirement System, as well as health insurance. Funding is allocated for necessary classroom items as described in the budget narrative.

Analysis

The business plan approaches the criteria for approval because the TRP has concerns with several areas of this plan. Specifically, recruitment of both students and teachers, the amount of funding allocated for curriculum and assessments and the budgeted amount for building and land improvements.

The application has several areas that are well developed and will provide a basis for a strong Business Plan. The location of available vacant land plots is well researched and locations are close to major streets making it easier for parents to drop students off (Section C.1, additional information). Additionally, through the help of Academica, the Applicant will have access to individuals who are experts at real estate acquisition, taking the burden off those in Arizona for the development of the school building.

Section C.3 (Personnel) gives a solid plan for the number of teachers and other staff members needed to support the projected enrollment in each of the first three years of operation (Page 1). Additionally, the applicant has a competitive benefits plan that includes participation in a 403(b) and health insurance for staff members (Page 4).

The Operational Budget, while not providing a large amount of excess revenue for each of the first three years of operation, does provide enough to meet the identified needs of the Applicant as outlined in the Budget Narrative (Section C.5).

The recruitment of students as outlined in the application does not begin until the charter is approved and a principal is hired (Section C.2, Marketing and Student Enrollment, pages 2–4). According to the narrative, “Immediately after a principal is hired, Academica will collaborate with the building leader to create a comprehensive marketing plan and track enrollment.” The TRP questioned the Applicant about the timeframe and meeting the enrollment goal. During the Capacity Interview it was noted that the Applicant will be asking for a planning year and has now decided to not open the school until fall 2021, which is logical, but not consistent with the application package (Capacity Interview 5:30–5:40). The student recruitment process was further explained during the Capacity Interview using the fall 2021 timeframe to the start of school. The TRP also asked the Applicant how the opening of their new school went this past August. The Applicant had a charter approved last December that opened August 2019. The response was that the student recruitment went “well” (Capacity Interview 36:58–38:52). When asked how many students they had planned for and how many students actually are attending the answer was 250 – 300 planned and current enrollment is 100-102. After this answer the TRP was encouraged that the Applicant wanted more time to recruit a healthy number of students for the new school, even though this was inconsistent with the application package.

Teacher recruitment was also a concern for the TRP. While the original application indicated several different methods to find qualified teachers, the revised narrative provided additional detail on not only the recruitment of teaching staff but also the training of these teachers (Section C.3 Personnel, pages 4–6). Pre-service training was further discussed as well as training for teachers new to the field. The TRP considered the additional information regarding recruiting encouraging, but still had concerns considering the lack of teachers in Arizona and the Applicant’s ability to fill its open positions.

The TRP had major concerns surrounding the budgeted amount of \$27 per student for curriculum materials. As reported in Section C.5 on the Operational Budget sheet and also in the Budget Narrative, this amount is designated as curriculum materials (page 6). When asked about this funding during the Capacity Interview, the Applicant Team did not have any idea what we were asking. The team began looking through the application package and then asked what section we were referring to (Capacity Interview 42:20–46:45). During this discussion and this time of silence it became evident that the Applicant Team did not understand its own Application and the manner in which funding would be spent.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Lourdes Marrero	Authorized Representative, Charter Principal and School Governing Body member	Yes
Ana Diaz	Authorized Representative, Charter Principal and School Governing Body member	Yes
Todd German	Authorized Representative, Charter Principal and School Governing Body member	No
Taylor Smith	Authorized Representative, Charter Principal and School Governing Body member	No
Francisco Mestre	Representative of Academica, ESP	Yes

Analysis

The Applicant presented an application package that did not address each criteria fully to the extent needed to indicate an understanding of each required criteria. Even after providing thoughtful comments and technical guidance to the Applicant Team, the revision of the application still did not meet the 95% threshold in any area of the application as required to consider the application substantially complete.

The Academic section was vague and the team was vague during the Capacity Interview when asked about specifics related to the curriculum that would be used (Capacity Interview 12:48–14:55). There was a significant lack of capacity demonstrated throughout the interview, for this Applicant to institute a rigorous academic program in a high need area of Glendale. While many different ideas and ideals were discussed in the Application, none of them tied together into a cohesive academic program.

The Operational Plan demonstrated knowledge of the functions of both the corporate and school governing boards, as well as how the Applicant would interface with the Educational Service Provider (ESP), Academica. When asked during the Capacity Interview how the Applicant would evaluate the ESP, the Applicant gave scenarios indicating that it is not afraid to tell Academica if something wasn't working and they would be expected to fix it (Capacity Interview 23:10–25:07). Mr. Mestre indicated that Academica was the "Board's staff and their job was to do the back office and other duties that would allow the school principals to be the instructional leader."

The most troubling moment in this particular interview was watching the team scramble to find the answer to the \$27 curriculum question, from the Business Plan section. This moment brought the realization to light that this Applicant Team does not have the capacity to successfully open this charter school (Capacity Interview 41:30–43:55).

Applicant:	Somerset Academy Arizona, Inc.
Proposed School Name:	Somerset Academy of the West Valley

Requirements for Substantive

Completeness:
 No evaluation area receives a score of Falls Below the Criteria **Met**
 No more than one evaluation area in each section is scored as Approaches the Criteria **Not Met**
 95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level **Not Met**
 The Application is Substantively Incomplete

PART A: Educational Plan (A.1-A.6)

Points for A.1-A.4: 24.0
Points for A.5: 12.0
Points for A.6: 6.6
Total Score: 42.6
Percentage: 68.71%

PART B: Operational Plan (B.1-B.3)

Total Score: 35.0
Percentage: 89.74%
PART C: Business Plan (C.1-C.5)
Total Score: 46
Percentage: 86.79%

Total Possible Points for A.1-A.4	30
Total Possible Points for A.5	20
Total Possible Points for A.6 K-2	15
Total Possible Points for A.6 3-5	20
Total Possible Points for A.6 6-8	N/A
Total Possible Points for A.6 9-12	N/A
Total Possible Points for B.1-B.3	39
Total Possible Points for C.1-C.5	53

REVISED APPLICATION RATINGS

Part A	Educational Plan			
A.1	Educational Philosophy	Rating	Scoring	Technical Assistance / Comments
A.1a	Provide a clear and comprehensive overview of the school's philosophical approach, describing how students will learn and what the teacher's role in that learning will be. (2 points)	Meets	2	Meets the criteria
A.1b	Incorporate the elements fundamental to the school's program of instruction. (2 points)	Meets	2	Meets the criteria
A.1c	Include a mission statement that is clear, cohesive, comprehensive and has a focus on outcomes rather than inputs. (2 points)	Meets	2	Meets the criteria
A.1d	Articulate how the school's educational philosophy is aligned with the mission statement of the proposed school. (1 point)	Meets	1	Meets the criteria
A.1e	Present a rationale that clearly supports how the selected approach improves pupil achievement in the target population, including research and/or experience. (1 point)	Meets	1	Meets the criteria
A.1f	Ensure the Mission Statement on the Target Population Page is consistent with the narrative.	Meets		Meets the criteria
	A.1 Total-Falls Far Below	0	Total Score:	
	A.1 Total-Approaches	0	8	
	A.1 Total-Meets	6		
A.2	Target Population	Rating	Scoring	Technical Assistance / Comments

A.2a	Identify the target population the response should demonstrate a clear understanding of the students and community the school intends to serve, including current levels of academic performance of the surrounding schools. (2 points)	Meets	2	Meets the criteria
A.2b	Present an explanation of how the implementation of the program of instruction described in Section A.3 meets the identified needs of the target population including improving pupil achievement and providing educational choice. (2 points)	Meets	2	Meets the criteria
A.2c	Describe the class size and teacher-student ratios and clearly explain how these address the identified needs of the target population for improved pupil achievement and educational choice. (2 points)	Meets	2	Meets the criteria
A.2d	Ensure the target population provided on the Target Population page in the online application wizard is consistent with the narrative in this section.	Meets		
	A.2 Total-Falls Far Below	0	Total Score:	
	A.2 Total-Approaches	0	6	
	A.2 Total-Meets	4		
A.3	Program of Instruction	Rating	Scoring	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. (2 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Describing the curriculum for all core academic content areas. Clearly demonstrating alignment of the curriculum to the Educational Philosophy in all core areas.
A.3b	Demonstrate a clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy. (2 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Demonstrating understanding of methods of instruction key to the program of instruction. Demonstrating understanding of methods of instruction which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy.
A.3c	Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population. (1 point)	Meets	1	Meets the criteria

A.3d	Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission. (1 point)	Meets	1	Meets the criteria
A.3e	Ensure the Program of Instruction is consistent with the Academic Systems Plan.	Meets		Meets the criteria
	A.3 Total-Falls Far Below	0	Total Score:	
	A.3 Total-Approaches	2	2	
	A.3 Total-Meets	3		
A.3.1	Mastery and Promotion	Rating	Scoring	Technical Assistance / Comments
A.3.1a	Present clear criteria and conditions 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 point)	Meets	1	Meets the criteria
A.3.1b	Describe a comprehensive viable and adequate process the school will use to determine grade level promotion and retention consistent with A.R.S. §15-701. (1 point)	Meets	1	Meets the criteria
A.3.1c	Present a rationale for the selected criteria and conditions that guide the grade level promotion decisions. (1 point)	Meets	1	Meets the criteria
A.3.1d	Describe the process for student retention. (1 point)	Meets	1	Meets the criteria
A.3.1e	Ensure consistency with Area II of the Academic Systems Plan.	Meets		Meets the criteria
	A.3.1 Total-Falls Far Below	0	Total Score:	
	A.3.1 Total-Approaches	0	4	

	A.3.1 Total-Meets	5		
A.3.2	Course Offerings and Graduation Requirements	Rating	Scoring	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. §15-701.01. (1 point)	N/A		Not applicable
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	N/A		Not applicable
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of course State assessments. (1 point)	N/A		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 that clearly demonstrate alignment to the Program of Instruction. (1 point)	N/A		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.	N/A		Not applicable
	A.3.2 Total-Falls Far Below	0		
	A.3.2 Total-Approaches	0		
	A.3.2 Total-Meets	0		
A.4	School Calendar and Weekly Schedule	Rating		Technical Assistance / Comments

A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes per day will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. §15-901. (1 point)	Meets	1	Meets the criteria
A.4b	Ensure the weekly schedule demonstrates compliance with A.R.S. §15-118 and current Move on When Reading Requirements, as defined by the Arizona Department of Education. (.5 points)	Meets	.5	Meets the criteria
A.4c	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays, teacher work-days/professional development, and additional days off. (.5 points)	Meets	.5	Meets the criteria
A.4d	School calendar clearly demonstrates compliance with A.R.S. §15-341.01. (1 point)	Meets	1	Meets the criteria
A.4e	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population. (1 point)	Meets	1	Meets the criteria
A.4f	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.	Approaches		Addresses criteria, but lacks sufficient detail in: Identifying professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan. Specifically, the number of PD days offered.
	A.4 Total-Falls Far Below	0	Total Score:	
	A.4 Total-Approaches	1	4.0	
	A.4 Total-Meets	5		
Overall Consistency of Education Plan	Consistency among all components of the Educational Plan (Sections A.1-A.6) See page 18 of the Application Instructions for more information. (2 points)	Approaches	0	
	Part A: Education Plan Total-Falls Far Below	0		

Part A: Education Plan Total-Approaches	3
Part A: Education Plan Total-Meets	23
Education Plan A.1-A.4 Total Score	24.0

REVISED APPLICATION RATINGS

REVISED APPLICATION RATINGS				
Part A.5	Academic Systems Plan			
A.5	Academic Systems Plan	Rating	Scoring	Technical Assistance / Comments
A.5a	Provide predicted target figures for Percent Passing in Mathematics and Reading aligned with target population information provided in Section A.2 (1 point)	Meets	1	Meets the Criteria
A.5b	Provide a clear description of the basis for setting baseline figures that aligns with Section A.2. (1 point)	Meets	1	Meets the Criteria
		Score for A.5 a and A.5 b:	2.00	
A.5 Academic System Area I: Curriculum	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system (Area I): The curriculum area of the ASP is worth 4 points.	Approaches		Addressess 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 of (Area I, element i.): See details of deficiencies within each element below.
A.5c-I(i)	Provide sufficiently detailed and implementable action steps that address: i. Adoption of curriculum aligned to Arizona State Standards; • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State Standards.	Approaches	0	Addresses Action Steps, but lacks sufficient detail in the implementation of the adoption of curriculum aligned to Arizona State Standards in the following elements / (areas); • adopting new and supplemental curriculum in Reading, Writing, Math, and Science. • gathering curriculum options in Reading, Writing, Math, and Science. • evaluating proposed curriculum programs and materials in Reading, Writing, Math, and Science. • verifying the curriculum is aligned to Arizona State Standards in Reading, Writing, Math, and Science.
A.5c-I(ii)	Provide sufficiently detailed and implementable action steps that address: ii. Implementation of curriculum to include; • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction.	Meets	1	Meets the Action Steps
A.5c-I(iii)	iii. Evaluation of curriculum to include; • 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.	Meets	1	Meets the Action Steps
A.5c-I(iv)	iv. Revision of curriculum to include; • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum.	Meets	.5	Meets the Action Steps

A.5c-I(v)	v. Adaptation to address the curriculum needs of subgroup populations by; <ul style="list-style-type: none"> ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups. 	Meets	.5	Meets the Action Steps
		Score for Curriculum Area:	3.00	
A.5 Academic System Area II: Assessment	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): The assessment area of the ASP is worth 4 points.	Approaches		Addressess criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system of (Area II, elements i and iii): See details of deficiencies within each element below.
A.5a-II(i)	i. Developing the assessment system; <ul style="list-style-type: none"> 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. 	Approaches	0	Addresses the Actions Steps, but lacks sufficient detail in implementing and developing the assessment system in the following elements; <ul style="list-style-type: none"> creating a data collection system that involves both formative and summative assessments in all subject areas. ensuring the assessment system is aligned to the curriculum in all subjects.
A.5a-II(ii)	ii. Analyzing assessment data; <ul style="list-style-type: none"> 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. 	Meets	1	Meets the Action Steps
A.5c-II(iii)	iii. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group 	Approaches	0	Addresses the Action Step, but lacks sufficient detail of implementation of adapting to meet the needs of subgroups in the following element; <ul style="list-style-type: none"> specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group in Reading, Writing, Math and Science.
A.5d-II(iv)	iv. Year to Year comparison; <ul style="list-style-type: none"> 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. 	Meets	1	Meets the Action Steps
		Score for Assessment Area:	2.00	

A.5 Academic System Area III: Monitoring Instruction	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive system for monitoring instruction (Area III): The monitoring instruction area of the ASP is worth 4 points.	Approaches		Addressess 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, elements i, ii, and iv): See details of deficiencies within each element below.
A.5e-III(i)	i. Monitoring instruction; <ul style="list-style-type: none"> • 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 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail of monitoring instruction in the following elements; <ul style="list-style-type: none"> • 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
A.5e-III(ii)	ii. Evaluating instructional practices; <ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction, • 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. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail in evaluating instructional practices in the following element/s; <ul style="list-style-type: none"> • implementing the curriculum with fidelity to the design of the curriculum and/or program of instruction,
A.5e-III(iii)	iii. Adapted to meet the needs of subgroups. <ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. 	Meets	1	Meets the Action Steps
A.5e-III(iv)	iv. Providing feedback that develops the quality of teaching and standards integration; <ul style="list-style-type: none"> • 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. 	Approaches	0	Addresses the Action Step, but lacks sufficient detail providing feedback that develops the quality of teaching and standards integration in the following element; <ul style="list-style-type: none"> • 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.
		Score for Monitoring Instruction Area:	1.00	
A.5 Academic System Area IV: Professional Development	Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV): The professional development area of the ASP is worth 3 points.	Approaches		Addressess criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive professional development system (Area IV, elements ii, iii, and iv): See details of deficiencies within each element below.
A.5f-IV(i)	i. Developing the professional development plan; <ul style="list-style-type: none"> • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. 	Meets	1	Meets the Action Steps

A.5f-IV(ii)	ii. Supporting high quality implementation; <ul style="list-style-type: none"> • 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. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail in supporting high quality implementation in the following elements; <ul style="list-style-type: none"> • supporting high quality implementation of PD strategies by providing support • allocating resources such as time, space and the necessary material items required for implementation.
A.5f-IV(iii)	iii. Monitoring implementation and follow-up; <ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. 	Approaches	0	Addresses the Action Steps, but lacks sufficient detail in monitoring implementation and follow-up in the following elements; <ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented • following up with instructional staff regarding levels of implementation.
A.5f-IV(iv)	iv. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> • determining what topics are addressed during PD to meet the needs of subgroups 	Approaches	0	Addresses the Action Step, but lacks sufficient detail in adapting to meet the needs of subgroups in the following element; <ul style="list-style-type: none"> • determining what topics are addressed during PD to meet the needs of subgroups.
		Score for Professional Development Area:	1.00	
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 point)	Meets	1	Meets the criteria
A.5h	Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step. (1 point)	Meets	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 point)	Meets	1	Meets the criteria
A.5j	Be consistent with all sections of the application package.	Approaches		Addresses criteria, but lacks sufficient detail in: Ensuring consistency with all sections of the application package regarding the use of Grand Canyon University for professional development.
		Score for A.5g through A.5i:	3.00	
	A.5 Total-Falls Far Below	0		
	A.5 Total-Approaches	14		
	A.5 Total-Meets	13		
		Total Score for ASP:	12.0	

REVISED APPLICATION RATINGS

Part A.6.K-2 Instructional Analysis				
A.6.K-2	K-2 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.K-2a	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. (.5 points)			Meets the criteria in Writing and Mathematics. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Reading. Specifically, the components of the Required Standard addressed by the provided learning targets.
	Score for Reading	Approaches	0	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
		Total Score for A.6. K-2a	1.00	
A.6.K-2b	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points)			Meets the criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
		Total Score for A.6. K-2b	0.75	
A.6.K-2c	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the criteria in Reading and Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the process for presenting new information for students to meet the learning targets in Writing. Specifically, a process describing each of the learning targets.
	Score for Reading	Meets	1	

	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2c	2.00	
A.6.K-2d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point)			Meets the criteria in Reading, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2d	3.00	
A.6.K-2e	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets. (1 point)			Meets the criteria in Writing and Mathematics. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Reading. Specifically, criteria being identified for each learning target. Listing criteria that determines how students have met each learning target. Listing criteria that determines what students have met within each learning target.
	Score for Reading	Approaches	0	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2e	2.00	
A.6.K-2f	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. (1 point)			Meets the criteria in Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading and Writing. Specifically, rigor. Describing the criteria used to determine whether a student has mastered the Required Standard in Reading and Writing.
	Score for Reading	Approaches	0	
	Score for Writing	Approaches	0	

	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2f	1.00	
A.6.K-2g	Provide a complete response based on the Required Standard for Reading, Writing, and Mathematics. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets. (.25 points)			Meets the Criteria in Reading, Writing and Mathematics.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
		Total Score for A.6. K-2g	0.75	
	A.6.K-2 Total-Falls Far Below	0		
	A.6.K-2 Total-Approaches	5		
	A.6.K-2 Total-Meets	16		
		Total Score for K-2 Instructional Analysis:	10.50	

REVISED APPLICATION RATINGS

Part A.6.3-5 Instructional Analysis				
A.6.3-5	3-5 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.3-5a	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 1. Learning Target: Identify the objectives students must know that align with the Required Standard and can be assessed to demonstrate mastery of the Required Standard. (.5 points)			Meets the Criteria in Reading and Science. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Writing and Mathematics. Specifically, the components of the Required Standard addressed by the provided learning targets.
	Score for Reading	Meets	.5	
	Score for Writing	Approaches	0	
	Score for Mathematics	Approaches	0	
	Score for Science	Meets	.5	
		Total Score for A. 6.3-5a	1.00	
A.6.3-5b	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points)			Meets the Criteria in Reading, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in: Listing the knowledge/skills required prior to meeting learning targets for Writing. Specifically, prior knowledge elements identified for each of the learning targets. Describing how prior knowledge will be used to introduce the learning target in Writing. Specifically, explicit connection between prior knowledge elements and each learning target.
	Score for Reading	Meets	.25	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.3-5b	0.75	

A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the criteria in Reading. Addresses the criteria, but lacks sufficient detail in: Describing the process for presenting new information for students to meet the learning targets in Writing, Mathematics, and Science. Specifically, a process describing each of the learning targets.
	Score for Reading	Meets	1	
	Score for Writing	Approaches	0	
	Score for Mathematics	Approaches	0	
	Score for Science	Approaches	0	
		Total Score for A. 6.3-5c	1.00	
A.6.3-5d	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.3-5d	4.00	
A.6.3-5e	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 5. Formative Assessment: List criteria for determining whether students have met each of the learning targets. (1 point)			Meets the Criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	

	Score for Science	Meets	1	
		Total Score for A. 6.3-5e	4.00	
A.6.3-5f	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 6. Summative Assessment: Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard. (1 point)			Meets the criteria in Writing. Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading, Mathematics, and Science. Specifically, rigor. Describing the criteria used to determine whether a student has mastered the Required Standard in Reading, Mathematics and Science Ensuring consistency and alignment with the application.
	Score for Reading	Approaches	0	
	Score for Writing	Meets	1	
	Score for Mathematics	Approaches	0	
	Score for Science	Approaches	0	
		Total Score for A. 6.3-5f	1.00	
A.6.3-5g	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 7. Remediation: Describe the processes available to provide support to students that do not meet the learning targets. (.25 points)			Meets the criteria in Reading, Writing, Mathematics, and Science.
	Score for Reading	Meets	.25	
	Score for Writing	Meets	.25	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.3-5g	1.00	
	A.6.3-5 Total-Falls Far Below	0		
	A.6.3-5 Total-Approaches	9		
	A.6.3-5 Total-Meets	19		

	Total Score for 3-5 Instructional Analysis:	12.75	
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REVISED APPLICATION RATINGS

REVISED APPLICATION RATINGS				
Part B	Operational Plan			
B.1	Applicant Entity	Rating	Scoring	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. (2 points).	Meets	2	Meets the Criteria
B.1b	Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. (2 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Ensuring consistency between the narrative and the organizational chart.
B.1c	Clearly describe any subsidiary relationship of the Applicant entity to another organization. (1 point)	Meets	1	Meets the Criteria
B.1d	Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement. (1 point)	Meets	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 Educational Plan, Operational Plan, and/or Business Plan. (1 point)	Meets	1	Meets the Criteria
B.1f	Be consistent with the background information documents provided for each individual. (.5 points)	Meets	.5	Meets the Criteria
B.1g	Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws. (.5 points)	Meets	.5	Meets the Criteria
B.1h	Ensure consistency with information listed on Title Page and the contents of the application package. (.5 points)	Meets	.5	Meets the Criteria
	B.1 Total-Falls Far Below	0	Total Score:	
	B.1 Total-Approaches	1	6.50	
	B.1 Total-Meets	7		
B.2	Governing Body	Rating	Scoring	Technical Assistance / Comments
B.2a	Clearly identify the specific roles and the responsibilities of the school governing body per A.R.S. §15-183 (E)(8). If applicable, describe any role the school governing body will have beyond the statutory minimum. (2 points)	Meets	2	Meets the Criteria
B.2b	Indicate if the corporate board for the Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established. (2 points)	Meets	2	Meets the Criteria

B.2c	Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission. (2 points)	Meets	2	Meets the Criteria
B.2d	Describe a clear and appropriate process for selecting initial governing body members and filling vacancies. The description should indicate a process that will result in the selection of a qualified governing body with the ability to fulfill its responsibilities. (2 points)	Meets	2	Meets the Criteria
B.2e	Be consistent with all sections of the application package. (.5 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Ensuring consistency with section B.2 and Bylaws as to number of required board members.
	B.2 Total-Falls Far Below	0	Total Score:	
	B.2 Total-Approaches	1	8.00	
	B.2 Total-Meets	4		
B.3	Management and Operation	Rating	Scoring	Technical Assistance / Comments
B.3a	Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school. (2 points)	Meets	2	Meets the Criteria
B.3b	Present a comprehensive 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: Instruction, Curriculum and Assessment (mandated State testing), Staff Development, Financial Management, Contracted Services, Personnel, Grants Management, and Student Information System (SIS). (2 points)	Meets	2	Meets the Criteria
B.3c	Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities. (2 points)	Meets	2	Meets the Criteria
B.3d	Be consistent with all sections of the application package. (.5 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Ensuring consistency with section C.5 of the application package regarding janitorial staff.
	B.3 Total-Falls Far Below	0	Total Score:	
	B.3 Total-Approaches	1	6.00	

	B.3 Total-Meets	3		
B.3.1	Education Service Providers	Rating	Scoring	Technical Assistance / Comments
B.3.1a	Present a detailed explanation of how contracting with or having a governance relationship with the ESP: allows the Applicant to fulfill its mission and implement its program of instruction, and meets the identified needs of the target population including improving pupil achievement. (2 points)	Meets	2	Meets the Criteria
B.3.1b	Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population. (2 points)	Meets	2	Meets the Criteria
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)	Meets	2	Meets the Criteria
B.3.1d	(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. (.5 points)	N/A		Not Applicable
B.3.1e	(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. (2 points)	Meets	2	Meets the Criteria
B.3.1f	(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. (1.5 points)	Meets	1.5	Meets the Criteria
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)	Meets	1	Meets the Criteria
B.3.1h	Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)	Meets	.5	Meets the Criteria
	B.3.1 Total-Falls Far Below	0	Total Score:	
	B.3.1 Total-Approaches	0	11.00	
	B.3.1 Total-Meets	4		
B.3.2	Contracted Services	Rating	Scoring	Technical Assistance/ Comments

B.3.2a	Delineate all areas (e.g., business management, legal, IT, special education, curriculum development/alignment, etc.), for which the Applicant plans to contract with a service provider. (1 point)	Meets	1	Meets the Criteria
B.3.2b	Identify the minimum professional qualifications and/or experience expected of those to be retained to perform each listed contracted service. (1 point)	Meets	1	Meets the Criteria
B.3.2c	Provide specific sources for costs of each listed contracted service. (1 point)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing clear and specific sources for costs of food service and maintenance contracted services.
B.3.2.d	Describe how the costs associated with each listed contracted service are viable and adequate for the target population identified in A.2. (1 point)	Meets	1	Meets the Criteria
B.3.2.e	Ensure costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points)	Meets	.5	Meets the Criteria
	B.3.2 Total-Falls Far Below	0	Total Score:	
	B.3.2 Total-Approaches	1	3.50	
	B.3.2 Total-Meets	4		

Part B: Operational Plan Total-Falls Far Below	0
Part B: Operational Plan Total-Approaches	4
Part B: Operational Plan Total-Meets	25
Total Scoring	35.00

REVISED APPLICATION RATINGS

Part C Business Plan				
C.1	Facilities Acquisition	Rating	Scoring	Technical Assistance / Comments
C.1a	Identify a timeframe for securing an appropriate facility consistent with the Target Start Date identified on the Target Population Page. (2 points)	Meets	2	Meets the Criteria
C.1b	Identify and describe the facility necessary to implement the program. Include square footage, number of classrooms, layout of space (floor plan), and location that will accommodate the number of anticipated students and class size as identified throughout the application package. (2 points)	Meets	2	Meets the Criteria
C.1c	Ensure the Layout of Space is consistent with the narrative (.5 points)	Meets	.5	Meets the Criteria
C.1d	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 point)	Meets	1	Meets the Criteria
C.1e	Be consistent with all sections of the application package (.5 points)	Meets	.5	Meets the Criteria
C.1f(i)	For a planned location only: 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. (2 points)	Meets	2	Meets the Criteria
C.1f(ii)	For an already acquired facility, purchased land or proposed build only: Identify costs associated with securing the facility and ensuring compliance with all applicable laws and regulations including obtaining educational occupancy. (2 points)	N/A		Not Applicable
C.1f(iii)	For an already acquired facility, purchased land or proposed build only: Describe any financial arrangements that have been made for securing the facility. (2 points)	N/A		Not Applicable
	C.1 Total-Falls Far Below	0	Total Score:	

	C.1 Total-Approaches	0	8	
	C.1 Total-Meets	6		
C.2	Marketing and Student Enrollment	Rating	Scoring	Technical Assistance / Comments
C.2a	Provide a viable and adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target Population Page. (1 point)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing an adequate timeframe for recruiting students consistent with the start-up date of the proposed school identified on the Target population Page.
C.2b	Provide a clear and comprehensive plan that is viable and adequate to support the number of students included in the Three-Year Operational Budget. (2 points)	Meets	2	Meets the Criteria
C.2c	Provide clear and specific sources for costs associated with the marketing plan. (1 point)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing clear and specific sources for costs in associated with the marketing plan.
C.2d	Describe how the costs associated with the marketing plan are viable and adequate to attract the projected student population identified in Year 1 of the Three-Year Operational Budget. (2 points)	Meets	2	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 point)	Meets	1	Meets the Criteria
C.2f	Describe the proposed fair and equitable admission requirements. List and describe all documents that will be required in the enrollment packet. (2 points)	Meets	2	Meets the Criteria
C.2g	Describe enrollment procedures that are compliant with A.R. S. §15-184, including the timeframe, process used if capacity is insufficient to enroll all students, and documentation collected for student registration once a student is admitted to the school. (1 point)	Meets	1	Meets the Criteria
C.2h	Identify the enrollment targets, including the minimum and maximum projected enrollment at each grade level that will be set, and how these targets were determined. (1 point)	Meets	1	Meets the Criteria

C.2i	Ensure all processes, procedures, and documentation used in the enrollment process are compliant with all applicable state and federal statutes, Rules, and policies. (1 point)	Meets	1	Meets the Criteria
	C.2 Total-Falls Far Below	0	Total Score:	
	C.2 Total-Approaches	2	10	
	C.2 Total-Meets	7		
C.3	Personnel	Rating	Scoring	Technical Assistance / Comments
C.3a	Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position. (2 points)	Meets	2	Meets the Criteria
C.3b	Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> • 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. (2 points)	Meets	2	Meets the Criteria
C.3c	Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction. (1 point)	Meets	1	Meets the Criteria
C.3d	Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. (2 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Providing a detailed plan to recruit, hire, and train instructional staff.
C.3e	Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction. (2 points)	Meets	2	Meets the Criteria
C.3f	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 point)	Meets	1	Meets the Criteria

	C.3 Total-Falls Far Below	0	Total Score:	
	C.3 Total-Approaches	1	8	
	C.3 Total-Meets	5		
C.4	Start-Up Budget	Rating	Scoring	Technical Assistance / Comments
C.4a	List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation. (2 points)	Meets	2	Meets the criteria
C.4b	List expenditures to cover the start-up plans described in the application package. (2 points)	Meets	2	Meets the criteria
C.4c	Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Demonstrating through the assumptions that the amounts listed for land and building improvements are viable and adequate.
C.4d	Ensure revenues cover expenditures. (2 points)	Meets	2	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 point)	Meets	1	Meets the criteria
C.4f	Be consistent with all sections of the application package. (1 point)	Meets	1	Meets the criteria
	C.4 Total-Falls Far Below	0	Total Score:	
	C.4 Total-Approaches	1	8	
	C.4 Total-Meets	5		

C.5	Three-Year Operational Budget	Rating	Scoring	Technical Assistance/ Comments
C.5a	List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points)	Meets	2	Meets the criteria
C.5b	Ensure state equalization detailed in the Projected Revenue Calculator is consistent with the Target Population and the student count by grade level. (2 points)	Meets	2	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. (2 points)	N/A		
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. (2 points)	Meets	2	Meets the criteria
C.5e	Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points)	Meets	2	Meets the criteria
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. (2 points)	Meets	2	Meets the criteria
C.5g	Ensure revenues cover expenditures. (2 points)	Meets	2	Meets the criteria
C.5h	Be consistent with all sections of the application package. (1 point)	Approaches	0	Addresses criteria, but lacks sufficient detail in: Ensuring consistency with section A.3 of the application package regarding cost of curriculum and assessments.
	C.5 Total-Falls Far Below	0	Total Score:	
	C.5 Total-Approaches	1	12	
	C.5 Total-Meets	6		

Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	5
Part C: Business Plan Total-Meets	29
Total Scores	46