

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

BridgePrep Academy of Buckeye

Submitted by

BridgePrep Academy, Inc.

Report Summary

Recommendation: Deny					
Applicant Name:		BridgePrep Academy, Inc.			
Proposed School Name:		BridgePrep Academy of Buckeye			
Grades Served Year 1:	K-8	Grades Served Year 2:	K-8	Grades Served Year 3:	K-8
Location:	Buckeye				
Mission Statement:	The mission of BridgePrep Academy of Buckeye is to provide a challenging academic curriculum that encompasses a unique Extended Second Language Model and real-life learning experiences that will enable all students to achieve academic success through a technology-rich learning environment. The school will promote strong communication skills, a global perspective, and an appreciation for diversity in order to prepare students for post-secondary studies and 21 st century careers.				

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		No	
		Section Score		Section Score
Educational Plan Score \geq 95%?	No	76.50%	Yes	100%
Operational Plan Score \geq 95%?	No	63.41%	Yes	100%
Business Plan Score \geq 95%?	No	64.15%	Yes	96.23%

In-Person Interview Summary

The Applicant team present at the capacity interview included one of the four Charter Principals, Luis Necuze who is also the board chair. Authorized Representatives present included; Patricia Garcia, Larry Rivero, Alejandro Garcia, Darlincy Katz, and Juan Quintana. Although five out of the six member team provided responses to the TRP questions, Juan Quintana, who is also the owner of S.M.A.R.T. Management, L.L.C., the chosen ESP for the Applicant entity, dominated the team responses, accounting for approximately 90% of the team responses.

Prior to the capacity interview, the TRP had many concerns about how Bridgeprep Academy, Inc. would function as an entity across such a vast physical distance, while truly engaging the Buckeye community and their specific needs. There was nothing stated during the capacity interview that

alleviated the concerns of the TRP on this matter.

Other concerns of the TRP going into the capacity interview included how the governing board and corporate board/ESP function and provide professional development and support, again cross country. The TRP wanted to better understand why Arizona and Buckeye in particular were chosen for the entity's expansion plans. During the capacity interview the Applicant team described the way the corporate and school governing boards operate, but the response did not bolster confidence in the TRP as to the Applicant's ability to engage the local community in the governance of the school. Darliny Katz spoke in great detail about the professional development team that she heads in the corporation's support of the 15 Florida campuses. The concerns regarding professional development and support were partially addressed. The justifications for choosing an expansion site so far from the home base of the ESP appeared to be market based more than community based.

The TRP was unsure as to whether or not the Applicant understood the requirements of the state of Arizona and how they are different from the state of Florida. The responses throughout the capacity interview reinforced the concerns of the TRP. There are important differences between authorizing practices and standards between the two states that the Applicant team didn't address adequately, as evidenced by the frequent references to "district" throughout the Applicant team's responses given during the capacity interview.

The Applicant team is currently running an operation of 15 school campuses spread across the state of Florida; however, differences in authorizing practices and the sheer geographic distance between the ESP and Corporate board leave grave concerns for the TRP.

TRP Qualitative Analysis Summary

The TRP recommends that the application for BridgePrep Academy of Buckeye be denied because while the revised Educational, Operational, and Business plans did meet the substantive criteria set by the Board, the Applicant team was unable to demonstrate a clear understanding of the requirements of the state of Arizona. Details provided during the capacity interview did not clearly address the specific concerns of the TRP particularly in how the Applicant will support the needs of the local community.

The Operational and Business plans meets all of the application criteria, however, there is very little evidence that the proposed school will meet the needs of the Buckeye community. The Applicant mentioned, more than once, its global ambitions and that its choice of a Buckeye location was based on economic reasons, and not community need (Capacity Interview 13:11). The focus of the TRP is to ensure that the Applicant can and will meet the needs of Arizona children, families, and workers. Should an issue arise, the Buckeye community and parents of the school would need to seek redress with an ESP located 2,411 miles away through video chat or telephone (Capacity Interview 6:31). The TRP was also concerned by questions posed by Juan Quintana, following the planned TRP questions, about what types of funding would be available to the group after approval of their application. The Applicant's proposed budget is 100% based on Arizona Equalization Guarantee.

Educational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Educational Plan Score \geq 95%?	No	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	25	0

Plan Summary

BridgePrep Academy, Inc. offers an extended-day, Spanish language program with a stated goal of students acquiring proficiency in Spanish. The Applicant's model is to open schools in areas with a student population that is considered difficult to educate. The Buckeye campus would also focus on students mastering Arizona core standards. The Applicant states that it creates a school for inquiry-based learning in a rigorous yet nurturing environment.

BridgePrep Academy, Inc. anticipates serving an Arizona population that is similar to those served in Florida. The Applicant's described plan for curriculum development is to "crosswalk" their current curriculum used in Florida to align with the standards in Arizona. This "crosswalk" will be the responsibility of their existing Florida based board and the ESP. "The Bridge Prep Governing Board will elect members to form a Curriculum Committee. The Curriculum Specialist for the ESP will crosswalk the curriculum currently in use at BridgePrep schools in Florida with the Arizona State Standards to identify gaps and propose plans for alignment. The Curriculum Specialist will present these documents to the Curriculum Committee, who will review and make appropriate modifications. This process will be repeated until the Curriculum Committee approves the Curriculum Alignment Plan, presents to the full Board, and the Board approves adoption of the aligned curriculum." The Florida based BridgePrep Academy, Inc. board will also be hiring the Buckeye campus' principal. The application states that they BridgePrep Academy, Inc. board will hire the new school principal and bring them to Florida in the spring of 2020 to align them with their program. When asked about recruiting efforts, the response from Ms. Katz spoke solely about recruiting in Florida not Arizona (Capacity Interview 20:59).

BridgePrep Academy, Inc. plans to serve a population at their Buckeye campus, which is predominantly Hispanic/Latino (70%) and White (26%). The application states "We are confident that BridgePrep of Buckeye will be successful as the target community is demographically similar to those we serve in Florida."

BridgePrep Academy, Inc. plans to serve grades K-8 at its Buckeye campus with a projected first year enrollment cap of 360 students. The TRP expressed a concern about the Applicant's desired enrollment cap of 2,000 students in the initial application package and the Applicant lowered their proposed enrollment cap to 750 in the revised submission. The target start date is July 1, 2020, however, in their written application (A.5c-I (ii)) they state that curriculum scope and sequence will be prepared during the July pre-service days 2021.

BridgePrep Academy, Inc. and S.M.A.R.T. use an instructional approach called Gradual Release of Responsibility (GRR) as their overarching philosophy along with their Extended Second Language program in Spanish. Their stated fundamental philosophy is "that students learn best when they are empowered and prepared to take responsibility for their own learning." Students engage in an

inquiry-based, technology-rich classroom in order to work through “real world” scenarios. Their GRR model gradually transfers responsibility of the learning process from teacher to student (A.1 Educational Philosophy page 1).

BridgePrep Academy, Inc.’s application indicates that a K-1 student’s day begins at 8:00 a.m. and ends at 2:00 p.m., Grades 2-5, 8-3:15 and grades 6-8 from 8-3:30. The application states that “In compliance A.R.S. §15-118, BridgePrep will provides students in Grades K-5 with the equivalent of two recess periods daily by providing daily physical education. In compliance with Move on When Reading Requirements, BridgePrep will provide students who are struggling with reading with before and after school tutoring, small group and one-on-one re-teaching during the regular block, as well as push in/pull-out support from special education teachers and reading specialists.” The Buckeye campus will provide 180 days of instruction per year with two in-service days included for teacher professional development. Bridgeprep Academy, Inc.’s application indicates that they will follow a calendar similar to their SY19-20, which indicates the first day of school for students as July 22. The Applicant intends to schedule three weeks prior to the arrival of students for all new teachers and two weeks for returning teachers.

BridgePrep Academy, Inc.’s application indicates that “teachers will evaluate student performance on their assessments throughout the course of the school year as well as growth on Terranova from Diagnostic (beginning of year) to Summative (end of year)” (A.3.1 Mastery and Promotion page 3). Assessments to be used in addition to Terranova include: FAST SCASS, Wonders lesson assessments, iStation, Lucy Calkins’ Checkpoints within each Band, GoMath!, HMH Science, SS Weekly, DIBELS, StarMath, Fountas and Pinnell BAS, Carnegie Learning, Elevate Science, and Discovering Our Past.

For Language Arts, the Applicant will adapt the Comprehensive Research-Based Reading Plan (CRRP) that they currently use in their Florida schools.

For Math, the Applicant will use GoMath! In grades K-5. Grades 6-8 will be taught math using Carnegie Learning.

For Science, the Applicant will use Houghton Mifflin Harcourt (HMH Science Arizona) in grades K-5, and Elevate Science in grades 6-8.

In relation to Social Studies, the Applicant states, “As BridgePrep will enroll students from other public schools, we will modify our social studies curriculum to align with the grade-level “storylines” and address the six elements of the “Inquiry Arc” defined in the Arizona History and Social Science Standards adopted October 22, 2018.”

Analysis

The educational plan meets the criteria for approval because the Applicant has been operating schools that serve approximately 6,000 students in Florida. BridgePrep and S.M.A.R.T. have a track record of using data to drive instruction and a rigorous use of that data with their teachers. However, BridgePrep and S.M.A.R.T did not adequately address the concerns of the TRP with regards to providing for the specific needs of Arizona students and families. The proposed Buckeye campus will be one of many planned campuses with all supports, management, and staff coming from out of

state.

When asked during the capacity interview, "What is the most important contribution your proposed school will bring to the community?" Ms. Katz responded with two main points. The first was BridgePrep and S.M.A.R.T.'s, research based curriculum and the second, their teacher mentoring. Ms. Katz's team rotates between the different Florida districts throughout the year providing professional development and mentoring to support teachers related to the Applicant's well-defined teacher requirements. The Buckeye campus would be added to the travel schedule of Ms. Katz's mentor team, meaning that the teachers in Arizona would be one of 16 districts visited during a twelve month period. The mentor team headed by Ms. Katz, is not site based and is expected to travel as the Applicant team becomes a Nation-wide entity (Capacity Interview 24:42). Despite the fact that the Applicant mentioned the possibility of a seasoned principal being willing to relocate to Buckeye, they have also staffed their most recently opened school in Florida with a principal who "did not have experience" (Capacity Interview 33:23). After answering the TRP's additional question about where these highly qualified teachers would be recruited from, Ms. Katz also spoke about BridgePrep Academy, Inc.'s Extended Day Spanish program providing an additional contribution to the community.

The TRP would have been surprised had the Applicant team not scored well in the Educational Plan of the application due to the fact that the organization is already running schools; however, is left with concerns about the fidelity of implementation of the program without local support for the school.

Operational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
<u>Operational Plan Score ≥ 95%?</u>	No	Yes
<u>Number of "Falls Below" ratings</u>	0	0
<u>Number of "Approaches" ratings</u>	7	0

Plan Summary

The proposed school would have a local school governing board which would report to the corporate board. BridgePrep Academy, Inc. runs operations in 15 different Florida districts. The corporate board rotates between the 15 districts to hold their board meetings and people may attend electronically. The school in Buckeye would add a 16th district. Louis Necuze and Juan Quintana mentioned in the interview that the Buckeye campus would be one of five sub-boards yet there is nothing matching that structure in the written application (Capacity Interview 8:27). Also, it was unclear, though asked, how the Buckeye location would fit into this rotation. The TRP is unsure as to whether or not there would be a governing board meeting held locally or if Arizonans would only be able to attend virtually. Juan Quintana mentioned that the Applicant's lawyers have assured them that their method would meet the requirements of the Arizona Open Meetings Act and that a single local (Arizona-based) board member would be flown out to Florida for board meetings (Capacity Interview 7:56).

On the organizational chart provided in the application, the Applicant team describes the Arizona State Board for Charter Schools above a governing board which is above both a Principal and the ESP. Juan Quintana verbally described a scenario in which the corporate board holds a board

meeting at one of their locations and local board members either fly in to attend in person or participate electronically (Capacity Interview 7:56). The application describes the Corporate Board and the Governing Body, but the Organizational Chart does not reflect that dynamic. The governing board members listed in the application are all residents of the state of Florida, so there will not be a local board overseeing the BridgePrep Buckeye campus.

Bridgeprep Academy, Inc. contracts with S.M.A.R.T. for all of their Florida campuses. In its application, it is stated that “BridgePrep Academy is seeking to contract with S.M.A.R.T. Management as the school’s ESP due to its experience and relationship established managing its current charter schools in Florida. S.M.A.R.T. will serve as an Educational Management Organization (EMO) as BridgePrep will contract with them to provide operations and management support for the school but remain fully independent of S.M.A.R.T.” S.M.A.R.T. Management is owned and operated by Mr. Juan Quintana. S.M.A.R.T. Management will provide, but is not limited to, the following services:

- Management of school finances
- Management of school day-to-day operations
- Managing, acquiring, financing, constructing and designing a facility
- Operations of any Pre-school, After-Care, or Early Drop-off tuition-based program
- Bookkeeping
- Purchasing
- Financial forecasting
- Human resources
- Planning, design and development of the Buckeye campus
- Coordination of management and administrative duties
- Food service management
- Parental and staff disputes
- Attendance at governance board meetings
- Record keeping
- Budgeting
- Staff administration
- Grant solicitation
- Financing solicitation
- Future facility applications with the Authorizer
- Coordination
- Annual reporting
- Student assessment
- Board representation
- Governmental and regulatory compliance
- Charter renewal coordination
- Curriculum development
- Facilities identification
- Special projects
- Litigation coordination
- Land use coordination
- Marketing

- Communication
- Teacher and staff development
- Accreditation assistance

Service Type	Cost Estimate Year 1	Cost Estimate Year 2	Cost Estimate Year 3
Legal (in Arizona)	\$4,500	\$4,500	\$4,500
ESP Operations & Management	8% FTE	8% FTE	8% FTE
Special Education Services	\$19,800	\$23,760	\$27,720
IT	\$600	\$750	\$900
SIS Software (\$12.50/student)	\$5,335	\$5,375	\$7,062.50
Writing Safety & Preparedness Manuals	\$625	NA	NS
Substitutes	\$26,400	\$30,000	\$39,600
Food Services	\$10,969.70	\$10,990.76	\$11,328.97
Auditor Services	N/A	\$12,500	\$12,500
Janitorial Services	Identified in B.3.2a but not accounted for in B.3.2b or c		

Analysis

The operational plan meets the substantive criteria for approval set by the Board; however, it is clear to the TRP that the board oversight of the ESP mentioned throughout the written application refers to the Florida-based corporate board and not a local Arizona campus school board. The TRP had concerns about the ability for BridgePrep Buckeye to be at least semi-autonomous from the ESP considering that the ESP's Board will be the primary liaison with the Arizona State Board for Charter Schools and not a local governing board (Written Application, B.3.1 example). Any policy changes needed by the proposed Arizona campus would be made by the parent board out of Florida (Capacity Interview 35:30). It is clear to the TRP that the Applicant intends to run a school in Arizona that is managed, directed, serviced by, and controlled by an ESP based in Florida. The written application (B.3.1) describes the fees payable to S.M.A.R.T. Management as being 8% FTE.

The Applicant stated multiple times during its capacity interview (22:54) that it plants schools in neighborhoods that no other educational services providers are willing to go into. Parents and staff who seek any type of dispute resolution are to seek that resolution from an ESP physically located in Florida. Families in Arizona who qualify for Free or Reduced Lunches, struggle with truancy, and other socio-economic issues will not have a path to have a problem resolved in-person. Staff located in Arizona will get 1/15th of the time of the mentor team. There will be little to no local recourse for the community to take should issues arise.

Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score \geq 95%?	No	Yes
Number of "Falls Below" ratings	2	0
Number of "Approaches" ratings	9	1

Plan Summary

Proposed Location: No facility has been secured at the time of the capacity interview; however, the Applicant has secured the services of American Charter Development and Capital R Construction. The Applicant is narrowing its choice of potential construction sites within Buckeye, Arizona.

Facilities Requirements: The Applicant intends to utilize a phased facility approach due to enrollment growth and current real estate and construction conditions. For the initial facility phase, the Applicant expects to purchase the land, develop that design and build its campus.

Year 1: K-6 345 students; Year 2: K-7 411 students: 20,000 to 25,000 square feet of facility space consisting of 18-20 classrooms, in addition to all required ancillary spaces to provide for a comprehensive learning environment, including but not limited to, administrative, restroom, reception, common, special education, and cafeteria/extracurricular space.

Year 3: K-8 539 students: Increase the existing site to 40-45,000 square feet of educational space. The final facility will consist of approximately 36-40 classrooms in addition to all ancillary spaces a defined above.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		344	430	565
Total Revenue:	200,000.00	2,326,547.82	2,740,516.68	3,580,843.36
Total Expenditures:	115,974.18	2,269,743.15	2,680,012.00	3,556,465.69
Ending Balance:	84,025.82	56,804.68	60,504.36	24,377.68

- Facilities and timeline, which will be provided by the ESP
 - Final site selection within the next two months (5-10 acres)
 - American Charter Development (ACD) and Capital R put under contract
 - December: Arizona State Board for Charter Schools meeting to approve or deny application
 - No more than 60 days following Charter Application approval, ACD and Capital R will complete due diligence phase and site design
 - Permit applications submitted within 30 days of the Due Diligence Phase
 - March 2020 the site will be purchased by American Charter Development for BridgePrep
 - 4.5 month construction for a school opening scheduled for August 2020
- Enrollment growth is projected during the first three years to grow from 360 students to 565 students by year three.
- Advertising and promotion, which will be provided by the ESP, includes:

- Prepare a public service announcement for broadcast on local radio in both Spanish and English, highlighting its Extended Second Language Model.
- Issue press releases to all of the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.
- Conduct general information meetings that will be open to the public and announced through public service announcements.
- Post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children.

The Applicant intends to recruit students from across Maricopa County and have a budget of \$17,000 for advertising and web development.

- Recruitment of staff, which will be provided by the ESP, as stated in the written application includes:
 - Coordinate efforts and partner with postsecondary educational institutions to serve as host school for interns, whenever possible
 - Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery
 - Partner with local universities to assign interns to the school who are considered for possible openings that may arise based on their performance
 - Conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as teachers at the school and increase the rigor and relevance of the teaching and learning.
 - Offer a competitive salary schedule that includes performance incentives to attract high performing teachers.
 - Utilize local media venues to advertise openings.
- Recruitment of staff as stated in the capacity interview (Capacity Interview 20:59) focused mostly on Florida based educational institutions and International recruitment.
- Staff training, which will be provided by the ESP, includes:
 - Pre-Service Professional Development (two weeks before the start of school for new teachers and one week for returning teachers).
 - Two school In-Service days during the school year.
 - Weekly and monthly support meetings
 - Professional Learning Communities
- The Budget is based on receiving 100% of their revenue from State Funding, and assumes enrollment based on being at 95.56% of full capacity Y1, 95.81% Y2, and 95.75% Y3.
 - In addition to the 8% annual fee due to S.M.A.R.T. Management, there is a 1% annual fee payable to BridgePrep Academy, Inc. (1% of total revenue) to cover the teacher training and mentoring. This is the same amount charged to their Florida schools but the travel will be much further for Arizona.
 - The 8% annual fee payable to S.M.A.R.T. Management does not include payroll services or food services which are also provided by the ESP.
 - The enrollment numbers delineated in the Facilities requirements section are taken directly from the written application (C.1 Facilities Acquisition). The enrollment numbers listed in the chart labeled Budget Summary are from the three-year budget are described as being approximately 95% less than full capacity. The numbers are not consistent.

Analysis

The business plan meets the criteria for approval; however, the TRP still has unaddressed concerns.

- The Applicant’s proposed start date ranges from July of 2020 to August of 2020 with a potential building being ready to occupy by mid-August.
- Enrollment projections vary between the projected revenue calculator to the three-year budget and the written application narrative.
- Teachers will be recruited from Florida and internationally, moved to Arizona, aligned to BridgePrep Academy, Inc.’s curriculum which has been, within this short time period, aligned to Arizona standards. This will be accomplished by a team which is highly trained in the application of BridgePrep Academy, Inc.’s Florida curricula.
- The Applicant describes that they intend to recruit and hire highly qualified teachers by offering competitive salaries, yet when compared with a Google search of average salaries in Buckeye Arizona they budgeted salaries are lower than the average.
 - Written Application Section C.3 Personnel, Section a: Year 1 salary for Special Education Teacher \$41,500
 - Glassdoor.com indicates an average of \$42,069 for an experienced Special Education Teacher.
- The application displays an Organizational chart that appears to indicate a local school board overseeing the day-to-day operations of the school: however, as stated previously, the answers provided during the capacity interview described a different circumstance. There is clearly a corporate board in charge. The Buckeye campus was described as becoming one of five sub boards (Capacity Interview 8:49). That would mean that the 15 districts run in Florida are represented by four school boards. Neither the application, nor the capacity interview, sufficiently describes how these sub-boards interact with the corporate board or S.M.A.R.T. Management.
- The BridgePrep Buckeye campus would be 1/16th of the campuses supported by the mentoring team.
- Parents would have no local redress for resolving complaints as those are fielded by the Florida based ESP.
- The reason that Arizona, and specifically Buckeye, was chosen by BridgePrep Academy, Inc. are based on the growth of the area and not on the needs of the community. (Capacity Interview 15:34).

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Patricia Garcia	Authorized Representative	Yes
Larry Rivero	Authorized Representative	Yes
Alejandro Garcia	Authorized Representative	Yes
Darlincy Katz	Authorized Representative	Yes
Juan Quintana	Authorized Representative	Yes
Louis Necuze	Authorized Representative, Charter Principal	Yes
Yeneir Rodriguez-Padron	Charter Principal	No
Ronald Marcelo	Charter Principal	No
Louis LoFranco	Charter Principal	No

Analysis

The TRP has many concerns regarding the application from BridgePrep Academy, Inc.

- The Organizational structure of BridgePrep Academy of Buckeye is unclear to the TRP, and may be misleading. The written application purports to describe a school board that is locally overseeing a head administrator; yet, the responses during the capacity interview clearly indicated that a corporate, Florida-based board is in charge and the Florida-based ESP is in charge of the day-to-day operations of the proposed school.
- The Applicant is well versed in the District based Authorization practices in Florida and did not demonstrate an understanding of how that differs from authorization in Arizona.
- The Applicant team stated that they chose Arizona for economic reasons instead of community based needs.
- The Applicant's model shows that it replicates new locations within district nearly simultaneously upon opening first locations.
 - They expanded to their "second site" after three years of operations of their first four physical locations in Miami-Dade (Capacity Interview 53:22).
 - The applicant team presented this timeline as being a normal pace of expansion.
- The Applicant uses data to drive instruction with its staff, but the support mechanisms to accomplish their goals will be approximately 2,411 miles away.
- The majority of the initial plan for staffing will rely on a plan to recruit teachers from Florida and abroad. There is no mention in either the budget or the narrative as to how those relocation costs will be covered and by whom.
- The Applicant appears to be a well-oiled machine with data to show that it is making progress with difficult populations in Florida, but they don't seem to be concerned about or aware of how the Hispanic populations differ from Florida to Arizona.
- During the capacity interview it was notable that Juan Quintana, sole proprietor of S.M.A.R.T. Management, was the main voice of the Applicant team. Ms. Katz responded to many of the questions, but as the coordinator of professional development and teacher support group she is likely an employee of S.M.A.R.T. Management or a sub-contractor; therefore, she is not likely to be heavily involved in the day to day operations of the school.
- The Applicant currently holds 14 charter contracts and runs 20 different campuses. BridgePrep Academy of Buckeye would be a 21st campus that is very remote (Capacity Interview 47:24).

Applicant:	BridgePrep Academy, Inc
Proposed School Name:	BridgePrep Academy of Buckeye

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 Met

95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level Met

The Application is Substantively Complete

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

Points for A.1-A.4: **30.0**

Points for A.5: **20.0**

Points for A.6: **10**

Total Score: **60.0**

Percentage: **100.00%**

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

Total Score: **39.0**

Percentage: **100.00%**

PART C: Business Plan (C.1-C-5)

Total Score: **51**

Percentage: **96.23%**

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	20
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		Meets the Criteria
	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)	Meets	2	Meets the Criteria
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)	Meets	2	Meets the Criteria

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	0	6	
	A.3 Total-Meets	5		
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		
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	N/A		
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		
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		
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		
	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.	Meets		Meets the Criteria
	A.4 Total-Falls Far Below	0	Total Score:	
	A.4 Total-Approaches	0	4.0	
	A.4 Total-Meets	6		
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)	Meets	2	

Part A: Education Plan Total-Falls Far Below	0
Part A: Education Plan Total-Approaches	0
Part A: Education Plan Total-Meets	26
Education Plan A.1-A.4 Total Score	30.0

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.	Meets		Meets the Criteria in Area I
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.	Meets	1	Meets the Action Steps
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 Step
		Score for Curriculum Area:	4.00	
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.	Meets		Meets the Criteria in Area II
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. 	Meets	1	Meets the Actions Steps
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 	Meets	1	Meets the Action Step
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:	4.00	
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.	Meets		Meets the Criteria in Area III

A.5e-III(i)	<p>i. Monitoring instruction;</p> <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 	Meets	1	Meets the Action Steps
A.5e-III(ii)	<p>ii. Evaluating instructional practices;</p> <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. 	Meets	1	Meets the Action Steps
A.5e-III(iii)	<p>iii. Adapted to meet the needs of subgroups.</p> <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 Step
A.5e-III(iv)	<p>iv. Providing feedback that develops the quality of teaching and standards integration;</p> <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. 	Meets	1	Meets the Action Steps
		Score for Monitoring Instruction Area:	4.00	
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.	Meets		Meets the Criteria in Area IV
A.5f-IV(i)	<p>i. Developing the professional development plan;</p> <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. 	Meets	1	Meets the Action Steps
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. 	Meets	.5	Meets the Actions Steps
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 	Meets	.5	Meets the Action Step
		Score for Professional Development Area:	3.00	
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.	Meets		Meets the Criteria
		Score for A.5g through A.5i:	3.00	
	A.5 Total-Falls Far Below	0		
	A.5 Total-Approaches	0		
	A.5 Total-Meets	27		

		Total Score for ASP:	20.0	
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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 Reading, Writing, and Mathematics.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
		Total Score for A.6. K-2a	1.50	
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 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, Writing, and Mathematics.
	Score for Reading	Meets	1	
	Score for Writing	Meets	1	
	Score for Mathematics	Meets	1	
		Total Score for A.6. K-2c	3.00	
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 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-2e	3.00	
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 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-2f	3.00	
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	0		
	A.6.K-2 Total-Meets	21		
		Total Score for K-2 Instructional Analysis:	15.00	

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, Writing, Mathematics, and Science.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
	Score for Science	Meets	.5	
		Total Score for A. 6.3-5a	2.00	
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, 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. 6.3-5b	1.00	

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, 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. 6.3-5c	4.00	
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 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. 6.3-5f	4.00	
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	0		
	A.6.3-5 Total-Meets	28		
		Total Score for 3-5 Instructional Analysis:	20.00	

REVISED APPLICATION RATINGS

Part A.6.6-8 Instructional Analysis				
A.6.6-8	6-8 Grade Span Instructional Analysis	Rating	Scoring	Technical Assistance / Comments
A.6.6-8a	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, Writing, Mathematics, and Science.
	Score for Reading	Meets	.5	
	Score for Writing	Meets	.5	
	Score for Mathematics	Meets	.5	
	Score for Science	Meets	.5	
		Total Score for A. 6.6-8a	2.00	
A.6.6-8b	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 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. 6.6-8b	1.00	

A.6.6-8c	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, 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. 6.6-8c	4.00	
A.6.6-8d	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. 6.6-8d	4.00	
A.6.6-8e	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. 6.6-8e	4.00	
A.6.6-8f	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 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. 6.6-8f	4.00	
A.6.6-8g	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. 6.6-8g	1.00	
	A.6.6-8Total-Falls Far Below	0		
	A.6.6-8 Total-Approaches	0		
	A.6.6-8 Total-Meets	28		
		Total Score for 6-8 Instructional Analysis:	20.00	

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)	Meets	2	Meets the Criteria
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	0	8.50	
	B.1 Total-Meets	8		
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)	Meets	.5	Meets the Criteria
	B.2 Total-Falls Far Below	0	Total Score:	
	B.2 Total-Approaches	0	8.50	
	B.2 Total-Meets	5		
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)	Meets	.5	Meets the Criteria
	B.3 Total-Falls Far Below	0	Total Score:	

	B.3 Total-Approaches	0	6.50	
	B.3 Total-Meets	4		
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)	Meets	1	Meets the Criteria
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	0	4.50	
	B.3.2 Total-Meets	5		

Part B: Operational Plan Total-Falls Far Below	0
Part B: Operational Plan Total-Approaches	0

Part B: Operational Plan Total-Meets	29
Total Scoring	39.00

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	
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		
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		

	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)	Meets	1	Meets the Criteria
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)	Meets	1	Meets the Criteria
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	0	12	
	C.2 Total-Meets	9		
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)	Meets	2	Meets the Criteria
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in how recruitment of qualified teachers will take place.

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)	Meets	2	Meets the Criteria
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	0	10	
	C.4 Total-Meets	6		
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)	Meets	1	Meets the Criteria
	C.5 Total-Falls Far Below	0	Total Score:	

	C.5 Total-Approaches	0	13
	C.5 Total-Meets	7	

Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	1
Part C: Business Plan Total-Meets	33
Total Scores	51