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

Freedom Preparatory Academy

Submitted by

Freedom Prep Academy - Mesa

Report Summary

			Recommendation:	Approve	
Applicant Name:		Freedom Prep Academy - Mesa			
Proposed School Name:		Freedom Preparatory Academy			
Grades Served Year 1:	7-8	**Grades Served Year 2:**	7-10	**Grades Served Year 3:**	7-11
Location:	Year 1: Online Students Served Statewide (Office Space Only) Year 2 and Beyond: Physical Location: A five mile radius of Mesa Drive and Main Street Mesa Arizona 85201				
Mission Statement:	To provide motivated students the opportunity to achieve excellence and develop life skills in a technology-rich, career-focused, and safe environment taught by caring and knowledgeable educators.				

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.

	Preliminary TRP Scores		Revised TRP Scores	
Any falls below the expectations ratings?	No		No	
More than one evaluation area in each section scored approaches?	Yes		No	
		Section Score		Section Score
Educational Plan Score ≥ 95%?	No	80.16%	Yes	95.31%
Operational Plan Score ≥ 95%?	No	92.86%	Yes	100%
Business Plan Score ≥ 95%?	No	90.91%	Yes	100%

In-Person Interview Summary

The Applicant team present at the capacity interview included Sterling Kellis and Laura Oliver. The opening statement was presented by Mr. Kellis and although Mr. Kellis did the majority of the talking, he did not dominate the team's responses.

Prior to the interview, the TRP had a few concerns regarding student promotion rationale and remediation strategies. There were no concerns regarding the Operational and Business plans by the time of the interview. The TRP used the interview time with Freedom Prep Academy to focus on topics regarding special populations, teacher requirements and development, school leadership, and assessments.

Both members of the Applicant team spoke to their life-long personal commitments to education and the students of their physical target area. The team's thoughtfulness and consideration of the needs of the Mesa community was evident. Mr. Kellis and Ms. Oliver demonstrated a thorough

understanding of all aspects of the application, timelines, and partnerships needed to be successful in offering the proposed program locally and across the state (AOI platform).

TRP Qualitative Analysis Summary

The TRP recommends that the application for Freedom Preparatory Academy be approved because although the Applicant team did not address the TRP areas of concern in the revised submission, it was able to clarify all areas of concern during the capacity interview. The proposed educational program provides a rigorous, student focused, and flexible approach that will offer students multiple avenues for academic achievement. The TRP came to the Capacity Interview with some concerns about assumptions made by the Applicant in the Business Plan. Responses throughout the entirety of the Capacity Interview resolved all of the TRP concerns regarding those assumptions.

The Operational Plan was well thought out, described with sufficient detail, and was reinforced by the team during the capacity interview. The Applicant team understands the difficulties of recruiting new students and staff to a new charter school and have built flexibility into its budget along with a modest first year enrollment target (Capacity Interview 23:33).

The Educational Plan is designed to offer a flexible learning model that is focused on eliminating many of the barriers and challenges facing underserved populations. This includes offering AM and PM schedules and blended learning options allowing students a wider variety of options that fit with the needs of the student.

The Applicant team impressed the TRP with its passion, commitment, capacity, and humility to serve their proposed target population and the children of the state of Arizona (Capacity Interview 15:05 and 22:39).

Educational Plan

	Preliminary TRP Scores	Revised TRP Scores
Educational Plan Score ≥ 95%?	No	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	2	2

Plan Summary

The primary population targeted by the Applicant lives within a five mile radius of Mesa Drive and Main Street in Mesa Arizona. There is a secondary targeted population which encompasses distance learners across the state. The Applicant's Arizona Online Instruction (AOI) application reviewed by Rio Salado received a score of 100% (Capacity Interview 28:05).

The median income for the target population ($32,917) is significantly lower than that of the state as whole ($51,923) and conversely, the percentage living below the poverty rate is higher (23.5%) than that of the state (18%). Ethnicity in the target population is almost equally divided between Anglo (47%) and Hispanic (39%). The Hispanic population is nine percentage points higher than the statewide average and the Anglo population is 10 percentage points lower than the state average.

The school intends to open serving at least 60 students in grades 7-8, and add two grades over the next two years to ultimately serve 7-12 grades at the planned physical location. Grades K-12 will be

served beginning in year four by implementing the proposed school's AOI plan. The Applicant discussed partnering with the Prenda organization in order to provide the potential for online students to have the option of remote micro-school locations in the future (Capacity Interview 29:22). Using a technology driven, student-centered pedagogy, the Applicant intends to provide a flexible learning platform that will support their students to achieve academic success.

Students will have the ability to tailor their educational platform using a Flip-Blended learning environment. This philosophy includes a flexible environment that can accommodate a variety of schedules and learning modes. The learning culture actively involves students in their own learning and the relevance of that learning. Intentional content helps to determine the strengths and weaknesses of an individual student, allowing the teachers to focus time and effort.

The Applicant details how students will be able to access rigorous core academic content, on a schedule that best fits their needs while also being able to pursue a variety of post-secondary certifications. Whether a student is physically attending the campus, online, or a hybrid of the two, the student will have opportunities to access different career paths while still in High School.

The school calendar reflects the instructional hours provided by the school's flexible options. Their school day will begin at 7:30 a.m. and end at 1:30 p.m., providing six hours of instructional time per day. Annually the school will provide 1,080 hours of instruction. The school will, by year two, operate in two "shifts" adding an afternoon shift when enrollment warrants it (1:30 p.m. to 7:30 p.m.). The instructional day consists of four 90 minute classes taught each day. Two of these 90 minute classes will teach core instructional content with the other two being utilized to teach non-core courses including CTE and other electives. Ultimately, each shift will include eight subjects taught per year for a total of 1,080 instructional hours. This schedule exceeds all state minimum daily, weekly, and yearly instructional requirements for all grade levels.

In year four, when grades K-6 are served, the proposed school will ensure that daily and weekly schedules comply with all Move On When Reading, Arizona State Revised Statutes, and Arizona Department of Education requirements as outlined in A.R.S. §15-118, §15-701, §15-704, and §15-211 plus 2017 additions. The online students will follow the same daily, weekly, and yearly schedule and calendar. The school will use a quarterly system consisting of four nine week quarters.

In the context of Freedom Preparatory Academy's Hybrid/RTI model, the school intends to utilize research-based instructional best practices to deliver content and curriculum to students. All lessons will be driven by objectives that align to Arizona College and Career Readiness Standards. The proposed school intends to utilize a collaborative team to align research-based instructional methodologies with Arizona state standards. FPA Education Service integrates teacher supervision and instruction with Acellus Courseware.

The proposed school will use data-driven curriculum maps and formative and summative assessments aligned to AZ College and Career Readiness Standards. The needs of special populations will be met as holistically as possible as per each IEP (Capacity Interview 9:09).

Analysis

The educational plan meets the criteria for approval because the Applicant understands and addresses the myriad of needs of the target population. The Applicant maintains a focus on the importance of student-centered, best practices in the description of its data rich educational program. The Applicant team has delineated a thoughtful plan to alleviate many of the challenges or barriers faced by the target population. Proposed governing board member Laura Oliver detailed the experience she brings in developing programs shown to improve the academic outcomes of At-Risk students (Capacity Interview 6:29).

The TRP was interested in how the Applicant team was going to address the needs of Special Education students. Laura Oliver discussed (Capacity Interview 6:19) the proposed school's plan to adapt models that Ms. Oliver has developed which provide intervention steps for students at all levels. The proposed school understands all of the legal and ethical requirements of providing for students with IEPs. The Applicant intends to expand this idea, in part, to all of its students by establishing an educational individualized plan (Capacity Interview 13:30). The proposed school's focus on the individual needs of their future students is woven inexorably through all of the Applicant's planning and design.

Operational Plan

	Preliminary TRP Scores	Revised TRP Scores
Operational Plan Score ≥ 95%?	Yes	Yes
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	0	0

Plan Summary

The proposed school will operate with a three member corporate board and a five member school governing board. At this time, membership of the corporate board includes Mr. Kellis and Mr. Gardner. Currently there are three named members of the proposed five member governing board; Mr. Kellis, Ms. Oliver and Dolores Quintero. The application states that Freedom Prep Academy currently has two principals; Sterling Kellis and Brent Gardner. Sterling Kellis intends to serve in the role of Founding School Principal/Director. Brent Gardner intends to serve as the Director of Operations as of year two.

The Applicant was incorporated as a non-profit entity on May 8, 2019, for the purpose of operating a charter school, and is in good standing with the Arizona Corporation Commission.

The Applicant lists the following for contracted services:

Service Type	Cost Estimate Year 1	Cost Estimate Year 2
Legal	$4,000	$4,000
IT	$1,000	$44,000
Special Education Services	$61,510.08	$323,714.76
Auditing Services	$6,000	$8,000
Accounting Services	$12,000	$14,000

Janitorial Services	$38,000	$76,000

Analysis

The Operational Plan meets the criteria for approval because the Applicant team has presented a clear, well-structured and detailed description appropriate for the proposed school (Capacity Interview 36:55). Throughout the Capacity Interview, the Applicant talked about the community partnerships already in development. The Applicant has detailed its plan for professional learning communities at the proposed school. The "PLCs will collaboratively evaluate performance, determine organizational needs, and propose and oversee relevant action items."

The PLC's instructional collaboration will center on certain critical questions:

- What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?
- What evidence will we gather to monitor student learning on a timely basis?
- How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?
- How will we enrich the learning of students who are already proficient?
- How can we use our goals and evidence of student learning to inform and improve our practice?

The Applicant's Operational Plan and capacity interview clearly emphasize the student-focus and mission of the proposed school.

Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score ≥ 95%?	No	No
Number of "Falls Below" ratings	0	0
Number of "Approaches" ratings	0	0

Plan Summary

Proposed Location: The Applicant intends to only serve online students during its first year of operations. The Applicant has determined that "this will require office space ranging from 1,500 to 2,500 square feet to accommodate 7 staff members supporting an estimated 60 AOI students." The anticipated year 1 office space is located at 111 W. Main Street, located in front of the Valley Metro Light Rail stop #18602 and 1/10th of a mile from the Mesa Arts Center in Mesa Arizona. The Proposed office location has the flexibility to increase the square footage leased in subsequent years as the school grows.

Facilities Requirements: In year 2: 180 onsite students and 120 online students - an 8-classroom, 12-office, 11,323 square foot floor plan that accommodates 400 students with a 1 to 1 student to computer ratio.

In year 3: 300 onsite students and 240 online students - an 8-classroom, 12-office, 11,323 square foot floor plan that accommodates 400 students with a 1 to 1 student to computer ratio.

Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		60	300	540
Total Revenue:	50,000.00	577,922.29	2,806,381.55	4,895,947.78
Total Expenditures:	39,350.78	518,421.93	3,041,724.70	5,506,066.35
Ending Balance:	10,649.22	59,500.36	235,343.15	610,118.57

The Applicant's Business Plan includes a fairly well-detailed plan with provided contingency options.
- Secure office space by May 2020 and be able to support AOI students beginning on August 5, 2020. The plan is to continue to review viable real estate options, including building a site, to house the second year on-site students. That process will culminate in a move in timeline for July 2021 and a first day of on-site and AOI classes of August 4, 2021.
- The proposed school has a projected growth for both the online and on-site students and the budget assumes reaching 95% of their enrollment goals within the first three years. The flexibility of the primary location would enable the Applicant to tailor the size of leased space to the actual enrollment, whether higher or lower. The proposed school intends to start year one serving grades 7 and 8 online, adding grades 9 and 10 in year two, and grade 11 by year three.
- The Applicant's board has begun engaging the community and is working on developing partnerships, especially with PRENDA (Capacity Interview 29:19), which facilitates in-home micro-schools across Arizona. The Applicant has a marketing budget of $13,565 which includes developing a website, social media, open houses, and promotional materials.
- The proposed school's plan to recruit and hire staff includes a budget to be able to offer salaries at or above the average compensation for their area, as well as offer retirement and health benefits. The Applicant intends to meet itsstaffing needs by recruiting primarily through:
  - Arizona Teaching Fellows and alumni
  - Arizona Department of Education
  - Job-posting websites
  - Local and national schools of education
  - Professional associations (for positions other than teachers)
  - School Website
  - Word of mouth

Analysis
The Business Plan meets the criteria for approval because the Applicant has shown a solid understanding of the needs of the target population, as well as being prepared for the uncertainties and variances of opening a charter school. The Applicant described its understanding of circumstances that can cause good charter schools to fail and has crafted a plan that is intentionally flexible in multiple ways (Capacity Interview 22:39). The facilities plan is intentional in its flexibility to ensure that the school meets the needs of its students as it starts out without being a financial

burden as it rolls-out its program. The students have flexibility on how they access the program and technology to succeed. The students also have flexibility in discovering and experiencing career paths. The flexibility of the plan speaks to the Applicant's capacity to run a successful program in that it is aware that there are a multitude of circumstances that can impact a charter school.

The marketing program is adequate and budgeted for ($17,525). The Applicant team discussed that their life-long residency in Mesa has enabled them to both market and develop community partnerships that will benefit their proposed students (Capacity Interview 1:07:48). The Applicant team discussed the demographic needs survey that has been done (Capacity Interview 1:04:19), identifying four key areas that Mesa students are underperforming in and have developed SMART goals the proposed school is focused on remediating.

Evidence of Capacity

Applicant Summary

Name	Role	Attended Interview?
Sterling Kellis	Authorized Representative, Charter Principal	Yes
Laura Oliver	Governing Board Member	Yes
Brent Gardner	Corporate Board Member	No

Analysis

The TRP finds that the Applicant has demonstrated through its written application and capacity interview that it has the skills, experience, and knowledge to successfully run a charter school in the state of Arizona. The Applicant has experience in both business and education that is extensive and complimentary, as well as understanding of the need to seek out partnerships that will mitigate its weaknesses (Capacity Interview 15:05). This wide-range gives the Applicant team multiple points of view in the operations of a public school, which is both a business and a community service (Capacity Interview 32:00).

Areas of the written application that the TRP identified as approaching the standard were addressed to our satisfaction during the capacity interview. Both Mr. Kellis and Ms. Oliver spoke in detail and with great passion about the needs of their community as well as their commitment to the community. They have crafted an approach that is student-centered from facility to staff to schedule and interests. They both spoke about how the needs of their special populations will be met as holistically as the individual IEPs allow. They have a strong focus on using assessments to help students understand what they need to do to achieve their (the student's) goals. The dedication to ensuring that they offer an education that is enriching as well as relevant and flexible was palpable during the capacity interview. The Applicant team also discussed the benefits of their model for their future students to be able to succeed beyond high school (Capacity Interview 1:00:47). The Applicant team highlighted that, with their model, students will learn to take control of their learning which sets them up for success in higher education and life since students will have to be self-motivated and driven to achieve their goals (Capacity Interview 1:03:08).

The TRP also found the Applicant to have a sound plan for building a strong AOI program where they

can ultimately offer those students opportunities for in-person support through micro-school platforms. This plan displays the team's focus on meeting the needs of students across the state of Arizona in a multi-modality effort to improve educational outcomes for students (Capacity Interview 47:44).

The Applicant team was asked by the TRP to discuss the expertise of both Sterling Kellis and Brent Gardner (Capacity Interview 31:14). Mr. Gardner brings experience in educational leadership and classroom experience and Mr. Kellis brings a business, technology and education perspective, as well as having charter school governance experience. Mr. Kellis discussed the importance of understanding the needs of the community and challenging some of his own assumptions throughout this process (Capacity Interview 31:59).

The TRP entered into the capacity interview with a few concerns related to this application, specifically due to vagueness of parts of the written application. The TRP was unanimous in our take-away from the capacity interview that those concerns were clarified and are no longer concerns at all.

Applicant:	Freedom Prep Academy- Mesa
Proposed School Name:	Freedom Preparatory Academy

PART A: Educational Plan (A.1-A.6)   **PART B: Operational Plan (B.1-B.3)**

Requirements for Substantive Completeness:

		Points for A.1-A.4:	31.0	Total Score:	28.0

No evaluation area receives a score of Falls Below the Criteria — Met | Points for A.5: | 20.0 | Percentage: | 100.00% |

No more than one evaluation area in each section is scored as Approaches the Criteria — Met | Points for A.6: | 10 |

95% of the evaluation areas in each Plan (Educational Plan, Operational Plan, and Business Plan) score at the "Meets" level — Met | Total Score: | 61.0 | **PART C: Business Plan (C.1-C-5)**

The Application is Substantively Complete | Percentage: | 95.31% | Total Score: | 55 |

Percentage: | 100.00% |

Total Possible Points for A.1-A.4	34
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	20
Total Possible Points for B.1-B.3	28
Total Possible Points for C.1-C.5	55

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

		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

				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	
A.3d	Explain how 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:**	

		Rating	Scoring	
	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)	Meets	1	Meets the Criteria
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	Meets	1	Meets the Criteria
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)	Meets	1	Meets the Criteria
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)	Meets	1	Meets the Criteria
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.	Meets		Meets the Criteria
	A.3.2 Total-Falls Far Below	0	**Total Score:**	
	A.3.2 Total-Approaches	0	4	
	A.3.2 Total-Meets	5		
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)	Approaches	0	Addresses criteria, but lacks sufficient detail in providing a rationale for the weekly schedule that clearly supports improving pupil achievement in the target population. Specifically, Q3 and Q4 core content schedule.
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 absence of professional development days planned on the academic calendar.
	A.4 Total-Falls Far Below	0	**Total Score:**	
	A.4 Total-Approaches	2	3.0	
	A.4 Total-Meets	4		
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	2
Part A: Education Plan Total-Meets	29
Education Plan A.1-A.4 Total Score	31.0

		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; • 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 studnet 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; • 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; • 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; • 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; • 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)	i. Monitoring instruction; • gathering evidence to ensure that the classroom instruction is aligned with standards, • identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, • verifying if the instruction allows students to effectively master state standards, and • ensuring that adjustments are made to the curriculum for students in	Meets	1	Meets the Action Steps
A.5e-III(ii)	ii. Evaluating instructional practices; • 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)	iii. Adapted to meet the needs of subgroups. • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.	Meets	1	Meets the Action Step
A.5e-III(iv)	iv. Providing feedback that develops the quality of teaching and standards integration; • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration.	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)	i. Developing the professional development plan; • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions.	Meets	1	Meets the Action Steps

A.5f-IV(ii)	ii. Supporting high quality implementation; • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space, and the necessary material items required for implementation.	Meets	1	Meets the Action Steps
A.5f-IV(iii)	iii. Monitoring implementation and follow-up; • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation.	Meets	.5	Meets the Actions Steps
A.5f-IV(iv)	iv. Adapted to meet the needs of subgroups; • 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	

	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				
Part A.6.9-12	**Instructional Analysis**			
A.6.9-12	**9-12 Grade Span Instructional Analysis**	**Rating**	**Scoring**	**Technical Assistance / Comments**
A.6.9-12a	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. 6.9-12a	2.00	
A.6.9-12b	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. 6.9-12b	1.00	
A.6.9-12c	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. 6.9-12c	4.00	
A.6.9-12d	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. 6.9-12d	4.00	

A.6.9-12e	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. 6.9-12e	4.00	
A.6.9-12f	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. 6.9-12f	4.00	
A.6.9-12g	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. 6.9-12g	1.00	
	A.6.9-12Total-Falls Far Below	0		
	A.6.9-12Total-Approaches	0		
	A.6.9-12Total-Meets	28		
		Total Score for 9-12 Instructional Analysis:	20.00	

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

		Rating	Scoring	
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)	N/A		Not Applicable
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)	N/A		Not Applicable
B.3.1c	Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points)	N/A		Not Applicable
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)	N/A		Not Applicable
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)	N/A		Not Applicable

		Rating	Scoring	
B.3.1g	(EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point)	N/A		Not Applicable
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)	N/A		Not Applicable
	B.3.1 Total-Falls Far Below	0		
	B.3.1 Total-Approaches	0		
	B.3.1 Total-Meets	0		
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	22
Total Scoring	**28.00**

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		
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		Meets the Criteria

	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: • 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)	Meets	2	Meets the Criteria

		Rating	Scoring	
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	0	10	
	C.3 Total-Meets	6		
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:**	

		Rating	Scoring	
	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)	Meets	2	Meets the Criteria
C.5d	Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2. (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	15
	C.5 Total-Meets	8	

Part C: Business Plan Total-Falls Far Below	0
Part C: Business Plan Total-Approaches	0
Part C: Business Plan Total-Meets	35
Total Scores	55