

# **APPENDIX A**

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

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

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# CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2019

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**NOVEMBER 4, 2019**

*New Charter Application for*

**Liberty Leadership Academy**

*Submitted by*

**Liberty Leadership Academy**

## Report Summary

<b>Recommendation:</b> Deny					
<b>Applicant Name:</b>		Liberty Leadership Academy			
<b>Proposed School Name:</b>		Liberty Leadership Academy			
<b>Grades Served Year 1:</b>	K-5	<b>Grades Served Year 2:</b>	K-5	<b>Grades Served Year 3:</b>	K-5
<b>Location:</b>	Cottonwood area of the Verde Valley in Yavapai County				
<b>Mission Statement:</b>	Through an academically rigorous, performing arts-enhanced curriculum, Liberty Leadership Academy enables students to develop enduring leadership skills for lifelong success.				

### 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?	No		No	
More than one evaluation area in each section scored approaches?	Yes		Yes	
		Section Score		Section Score
Educational Plan Score $\geq$ 95%?	No	53.33%	No	92.83%
Operational Plan Score $\geq$ 95%?	No	96.43%	Yes	100.00%
Business Plan Score $\geq$ 95%?	No	77.27%	Yes	100.00%

### In-Person Interview Summary

The Applicant team present at the interview included the three Charter Representatives: Rachel Dubien (Director/Principal), Mary Miller (Charter Principal) and Robin Kreutzberg (Charter Principal). Rachel Dubien led the team in answering most of the questions except for questions regarding the Business plan, which were answered by Ms. Miller. Ms. Kreutzberg provided support with governance but there was minimal discussion regarding this component of the Application package; therefore, her participation was minimal during the interview.

The Applicant team present for the interview demonstrated a strong understanding of the Verde Valley area, and a passion for the performing arts, specifically dance. The team was able to communicate a demand and need for additional school options in the target location and for more opportunities for youth participation in the performing arts education in the community (Capacity Interview, 1:12:39).

The TRP had concerns with the lack of rationale in the Applicant’s Educational Plan. Specifically, the Application lacked sufficient research-based evidence that the educational philosophy and methods of instruction presented would improve student achievement for the target population. The weekly schedule and staffing plan did not support the level of high-quality performing arts instruction that was described by the Applicant and cited in the Application package as the evidence-based approach to improving student achievement. The Applicant was not able to address these concerns in the Capacity Interview as discussed below and the absence of experience in school leadership and charter school operation among the Applicant team remain a significant concern for the TRP.

### TRP Qualitative Analysis Summary

The TRP recommends that the application for Liberty Leadership Academy be denied because the Educational Plan did not meet the criteria for approval. The academic plans described in the Educational Philosophy did not provide sufficient detail regarding research and/or experience in relation to the selected approach and the impact on student achievement, specifically for the grade levels and socio-economic demographics to be served. The Mastery and Promotion section of the Educational Plan failed to provide sufficient detail in describing a viable process for determining promotion of students. Furthermore, details provided in the Capacity Interview did not resolve the concerns of the TRP in these areas.

The Operational Plan met the criteria for approval and was thorough and detailed. However, the one area of weakness is the lack of the Applicant team’s experience in academic leadership, school administration and charter school operations.

The Business plan met the criteria for approval, including a thoughtful market analysis and justified budget. The Applicant team present in the Capacity Interview addressed all questions relating to the adequacy of the proposed budget and demonstrated capacity to manage the operations and budget.

## Educational Plan

	<u>Preliminary TRP Scores</u>	<u>Revised TRP Scores</u>
Educational Plan Score ≥ 95%?	No	No
Number of “Falls Below” ratings	0	0
Number of “Approaches” ratings	39	6

### Plan Summary

The Applicant plans to locate in the Cottonwood area of the Verde Valley to serve grades K-5 in the first three to five years with plans to expand to serve grades 6-8 in the future. The target population pulls from several areas in the Verde Valley including Cottonwood, Camp Verde, Jerome, Clarkdale, Cornville, Sedona, and Rimrock.

The Program of Instruction is described as meeting the needs of students through “proven academic curriculum, high-quality performing arts training, and leadership development, contributing to academic success, leadership, and life skills.” The Applicant describes the most important elements of the program as:

1. the methods of instruction;

2. performing-arts enhancement;
3. small class sizes with a maximum 1:20 teacher-to-student ratio; and
4. collaborative learning.

The school will operate on a 4-day weekly schedule with a school day from 8:00 am to 3:30 pm, and no school on Fridays. The school calendar will begin in early August and run through May 20 providing 1,068 instructional hours, which is above the state requirements.

The curriculum of the proposed school will be aligned to the Arizona State Standards. The school's unique approach emphasizes performing dance, songs and skits throughout the curriculum to enhance student learning. The plan includes the use of "Smart Songs, Schoolhouse Rock, and/or Heidi songs; or something such as students doing a call-and-response song and dance about the parts of speech" in English Language Arts. In this example, each sentence would be accompanied by a movement in order to reinforce the skill. The curriculum will be enhanced with similar techniques in math, social studies and science, with lessons including dance, song, and skit.

The proposed school plans to use internationally recognized curricula for the performing arts including ballet syllabi from the Royal Academy of Dance, a proven music syllabus from Prodigies, an acrobatic syllabus from Acrobatic Arts, and a circus arts syllabus from American Circus Educators. The leadership component of the Program of Instruction will utilize curriculum and assessments like Leader in Me and social emotional learning, and be enhanced by the benefits of the performing arts component of the program of instruction.

The plan proposes that teachers will conduct daily, weekly, monthly, quarterly, and yearly formative assessments to monitor student achievement and progress. Quarterly school-wide benchmark assessments will be used to monitor student growth and progress towards mastery. The plan states that in addition to the statewide summative assessments, school-specific "summative assessments will be embedded into curriculum as well as through school-wide benchmark assessments."

## Analysis

The Educational Plan approaches the criteria for approval because the Application lacked consistency and rationale in the Educational Plan. Specifically, the Application lacked sufficient research-based evidence that the methods of instruction presented and the requirements for Mastery and Promotion would improve student achievement for the target population.

There is a distinction between incorporating singing and dancing into teaching core academic content and teaching skills in performing arts. The Application package provided evidence for the latter (A.2 REVISED Target Population, Page 12 ) while incorporating the former more heavily throughout the plans. These concerns were noted in the initial review of the Application package leading the Applicant to revise the Application to replace the term arts "infused" with arts "enhanced" throughout the Application package. The TRP asked for clarification on this change during the interview and the Applicant noted the limited pool of students and teachers in the target location and the lack of capacity to implement a fully integrated arts program (Capacity Interview, 8:13). The Applicant further cited a Kennedy Center study supporting the benefits of separating the arts from the academic content (Capacity Interview, 9:50). This is inconsistent with the Educational

Plan presented in the Application package and discussed in other parts of the capacity interview that still referred to teaching core content areas with singing and dancing.

The Educational Philosophy stated that as part of instruction in academic content “teachers will then guide students into various performance tasks including dance, song, skits, presentation, and writing, to practice skills” (A.1 REVISED Educational Philosophy, Page 1). This was further supported by the Instructional Analysis section of the Application, which stated that singing, dancing and skits would be integrated into the math and English language arts lessons and included links to YouTube videos of sing-along lessons for academic standards (A.6 REVISED Instructional Analysis K-2, Page 2). This method of instruction was further supported by the Applicant’s response in the interview, where a member of the Applicant team described students in her classroom being able to demonstrate a deeper knowledge of core academic content through dance and music (Capacity Interview 15:34 and 17:24).

Other sections of the Application discuss “high-level performing arts training” (A.1 REVISED Educational Philosophy, Page 4) and cite research supporting a correlation between high-quality music instruction and higher achievement scores for high school students (A.2 REVISED Target Population, Page 13 ). The TRP did not feel this evidence was relevant to the Applicant’s plans to enhance academic content through singing and dancing. While the Weekly Schedule presented does include electives in the performing arts, music was not emphasized and each of the distinct performing arts electives was offered only one time per week for each grade level. The electives listed in the plan include “circus, ballet, rhythm and martial arts” (A.4REVISED School Calendar and Weekly Schedule, Page 5) and the staffing plan described in the Management and Operation section of the application include only two part-time teachers in performing arts (Page 1).

The TRP was concerned that the Prior Knowledge listed in the Instructional Analysis section of the application simply repeated the standard from the prior year, as opposed to including information on the content a student would be expected to have mastered prior to learning the standard. The Applicant was able to demonstrate an understanding of the Prior Knowledge required to build on the standards from year-to-year.

The TRP had concerns about the viability and clarity of the promotion criteria presented in the Educational Plan. The plan indicates the state assessment (AzMERIT) will be used in determining promotion to the next grade level (A.3.1 REVISED Mastery and Promotion, Page 1), refers to two different minimum requirements for mastery and promotion and is unclear in who makes the final decision in retention.

Page 1 of the REVISED Mastery and Promotion component of the Application states academic proficiency in all content areas will begin at 60%. Later on the same page and following onto page 2, a threshold of 70% is listed as the minimum level of proficiency required to demonstrate mastery. When asked for clarification in the Capacity Interview, the Applicant stated that the threshold would be 70% (Capacity Interview, 23:57) and then followed up with a statement that it would be 60-70% depending on the assessment (Capacity Interview, 24:24).

The TRP was concerned about the use of AzMERIT in the calculation of elementary student grades because of the frequent changes in statewide assessment and the timing of the return of the results.

When asked for clarification, the Applicant stated that AzMERIT results would “definitely” be included in final grades along with benchmark assessments and other measures of progress (Capacity Interview, 25:28). For various reasons, use of state summative assessments and locally administered benchmark assessments are not typically used in the calculation of student grades but are used to inform instruction and intervention.

Another area in which the TRP requested clarity was regarding who has the final decision in student retention. The Applicant was able to provide sufficient clarity in this area during the interview.

After discussing the Mastery and Promotion section during the in-person interview, the TRP felt that this critical component of the Educational plan was not viable and demonstrated the Applicant’s lack of capacity to implement a consistent and adequate plan for Mastery and Promotion.

## Operational Plan

	<a href="#">Preliminary TRP Scores</a>	<a href="#">Revised TRP Scores</a>
Operational Plan Score $\geq$ 95%?	Yes	Yes
Number of “Falls Below” ratings	0	0
Number of “Approaches” ratings	1	0

### Plan Summary

The corporate board and the governing body are the same. The Board of Directors oversees the Director/Principal; approves and monitors all the policies and operations of LLA; and accepts all ethical and legal responsibilities for the governance duties, financial operations, and compliance obligations of LLA. The Board will be responsible for all policy decisions of the school.

The Director/Principal reports directly to the board. It is important to note that the founding Director/Principal is not a board member but is the daughter of Mary Miller who is a Co-Charter Representative and Charter Principal. The Director/Principal is responsible for the business affairs of the school and will hire and oversee the management and instructional staff necessary to meet the requirements of managing and operating the school in conformity to the board policies, the budget, and its goals in meeting the needs of the students in achieving its mission and goals. There will be one administrator in the first year, who will oversee contracted services and grants management and will report directly to the Director/Principal. The teachers and instructional staff will also report directly to the Director/Principal.

Contracted services will be proposed and evaluated by the Director/Principal and the Administrator and approved by the Governing Board. The Applicant has listed the following services that will be contracted to outside vendors: 403b Benefits; Health Insurance; Exceptional Student Services; Substitute Teachers; Food Service; Facilities Maintenance; Financial and Business Services; Audits; Information Technology; Copiers; Insurance; Legal Services; and Security Monitoring.

### Analysis

The operational plan meets the criteria for approval because after revision, 100% of the criteria were deemed “meets” by the TRP. The operational plan was complete and adequately summarized the governance, organizational structure and service providers required to operate the proposed school.

The TRP is concerned about the lack of experience in school administration and charter operations on the Applicant team as discussed in the Evidence of Capacity section of this report. The founding Director/Principal has been a teacher for several years and a lead teacher, but the application states that no officers of the board have previously operated a charter (B.1 Applicant Entity, Page 8). The Applicant has demonstrated capacity to maintain a budget, recruit students, schedule and hire staff through the founding Director/Principal’s experience running a dance studio (Capacity Interview, 1:01:00). However, taken with the weaknesses in the educational plan, the TRP has concerns about the founding team’s capacity to implement an academic plan that it has not been deemed adequate and viable.

## Business Plan

	Preliminary TRP Scores	Revised TRP Scores
Business Plan Score $\geq$ 95%?	No	Yes
Number of “Falls Below” ratings	0	0
Number of “Approaches” ratings	9	0

### Plan Summary

**Proposed Location:** The Applicant is searching in the northwest Cottonwood area of the Verde Valley and has identified three possible locations for the school.

**Facilities Requirements:** The Applicant is searching for a building to lease that has capacity to grow to the maximum capacity of 240 students in year 3, requiring 15,000 interior square feet and encompassing a minimum of 9 general education classrooms, 2 performing arts classrooms, 3 administrative offices, 1 exceptional student services room and 1 teacher resource room.

### Budget Summary

	Startup Period	Year 1	Year 2	Year 3
Projected Enrollment:		120	140	180
Total Revenue:	250,000	834,132	970,619	1,255,405
Total Expenditures:	199,419	822,528.30	941,030	1,189,782
Ending Balance:	50,581	62,185	91,774	157,397

The Applicant plans to open the school in August 2020 in a leased facility in the northwest area of Cottonwood. The enrollment plan states that “the goal is to actively recruit 120 students for grades Kindergarten through 5th before August 2020” which accounts for 2.8% of the target population (C.2 REVISED Marketing and Enrollment, Page 2). The plan projects enrollment to grow to 180 students in year three and requests an enrollment capacity of 160 in year one, 200 in year two, and 240 in year three. The marketing plan includes direct marketing through promotional flyers and brochures, digital and social media advertising and community engagement.

The staff will begin with 11 FTE employees in year one with plans to grow to 18 FTE employees by year three of operation. This will include the Director/Principal, an administrator, 6 full time teachers, 2 part time teachers, and 2 instructional assistants in the first year. The Director/Principal will be responsible for recruiting and hiring teachers and will begin posting positions in January 2020,

pending charter board approval.

Specific training/professional development at start-up will involve:

- Eight full days of in-school training in year one (in July 2020) prior to the opening of the school, to cover school culture, mission, core values, curriculum implementation, performing arts syllabus implementation, performing arts standards and expectations.
- One full day a month of in-school training;
- Minimum of two times a year, performing arts teacher will attend training by master instructors;
- Participation in outside training offered by the local school district;
- Attendance at online webinars and video conferencing professional development;
- Attendance at Arizona Charter School Association professional development workshops and seminars.

The budget is based on 75% of maximum enrollment. The Start Up budget is funded by a \$250,000 loan from Mary Miller, who is Rachel Dubien's mother and serves as a corporate board member. The repayment period is 60 months beginning October 2021 and terms of the loan include no interest accrual during forbearance and an interest rate of 6% thereafter.

## Analysis

The Business Plan meets the criteria for approval because 100% of the criteria in the revised application were deemed "meets" by the TRP and the plan was supported by the Capacity Interview.

Following the revised submission of the Application package, the TRP still had questions regarding the rationale behind the marketing strategy and the enrollment projections. The market analysis presented in the Business Plan and discussed by the Applicant in the interview were adequate and demonstrated the Applicant's understanding of the target market and ability to make reasonable projections based on evidence. The TRP was impressed by the Applicant's experience growing enrollment in the dance studio to 100 students in three years (Capacity Interview, 32:37) and the Applicant's community involvement in the target location.

Questions regarding the rationale for the year-to-year enrollment projections were answered sufficiently but suggest the Applicant may not be familiar with enrollment patterns in open-enrollment schools. Specifically, the Applicant stated that enrollment was projected to increase in grade 2 because students were more likely to move schools after 1-2 years in their assigned district school than they were to start Kindergarten in an open-enrollment charter school (Capacity Interview, 47:27). There was no evidence to support this statement (other than anecdotal information from the Applicant) but the TRP felt this would present a learning curve for the Applicant as opposed to a barrier to implement a viable enrollment plan.

The TRP requested additional clarification on the proposed budget in the areas of lunch and printing costs. The Applicant was able to sufficiently explain where these costs are embedded in the budget and how the assumptions were based on discussions with vendors (Capacity Interview, 55:15).

The TRP was concerned about potential conflict of interest between the charter school and the

dance studio owned and operated by one of the Charter Representatives who is also the founding Director/Principal. The Applicant did not renew the lease for the dance studio to focus on the charter school but is still teaching for the studio. They have placed someone else in charge of the studio and mentioned the possibility of the dance studio leasing the charter school facilities after hours for private dance lessons (Capacity Interview, 59:00).

## Evidence of Capacity

### Applicant Summary

Name	Role	Attended Interview?
Rachel Dubien	Director/Principal (not a board member)	Yes
Mary Miller	Board Member/ CEO/ Secretary	Yes
Robin Kreutzberg	Board Member/ President/ Treasurer	Yes
Renée Bermúdez	Board Member	No
Jeff Siereveld	Board Member	No
Chad Shilling	Board Member	No
Chandra Tenley	Board Member	No

### Analysis

The TRP is concerned about the lack of experience in school administration and charter operations on the Applicant team. The founding Director/Principal, Rachel Dubien, has been a teacher for several years and a lead teacher, but the application states that no officers of the board have previously operated a charter (B.1 Applicant Entity, Page 8). The Applicant has demonstrated capacity to maintain a budget, recruit students to dance classes, schedule and hire staff through the founding Director/Principal's experience running a dance studio (Capacity Interview, 1:01:00). Board member Mary Miller has extensive experience in public sector budget management and demonstrated expertise in business management throughout the interview. However, taken with the weaknesses in the Educational Plan, the TRP has concerns about the founding team's capacity to implement a viable academic plan when the plans submitted have not been deemed adequate.

Applicant:	Liberty Leadership Academy
Proposed School Name:	Liberty Leadership Academy

**Requirements for Substantive**

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

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

**Points for A.1-A.4:**      **26.0**  
**Points for A.5:**      **20.0**  
**Points for A.6:**      **9.7**  
**Total Score:**      **55.7**  
**Percentage:**      **92.83%**

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

**Total Score:**      **28.0**  
**Percentage:**      **100.00%**  
**Total Score:**      **55**  
**Percentage:**      **100.00%**

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

<b>Total Possible Points for A.1-A.4</b>	<b>30</b>
<b>Total Possible Points for A.5</b>	<b>20</b>
<b>Total Possible Points for A.6 K-2</b>	<b>15</b>
<b>Total Possible Points for A.6 3-5</b>	<b>20</b>
<b>Total Possible Points for A.6 6-8</b>	<b>20</b>
<b>Total Possible Points for A.6 9-12</b>	<b>N/A</b>
<b>Total Possible Points for B.1-B.3</b>	<b>28</b>
<b>Total Possible Points for C.1-C.5</b>	<b>55</b>

**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)	Approaches	0	Addresses criteria, but lacks sufficient detail regarding research and/or experience in relation to the selected approach and the impact on pupil achievement, specifically for the grade levels and socio-economic demographics to be served. Research presented supports music education and high school grades but the selected approach focuses more on dance and serves the lower grades.
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	<b>Total Score:</b>	
	A.1 Total-Approaches	1	7	
	A.1 Total-Meets	5		
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	<b>Total Score:</b>	
	A.2 Total-Approaches	0	6	
	A.2 Total-Meets	4		
A.3	Program of Instruction	Rating	<b>Scoring</b>	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
	<b>A.3 Total-Falls Far Below</b>	0	<b>Total Score:</b>	
	<b>A.3 Total-Approaches</b>	0	6	
	<b>A.3 Total-Meets</b>	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)	Approaches	0	Addresses criteria, but lacks sufficient detail in describing a viable and adequate process to determine promotion and retention. It is unclear as to who is making the decision: the teacher, the board or the parents.
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.	Approaches		Addresses criteria, but is not consistent with Area II of the Academic Systems Plan regarding promotion.

	A.3.1 Total-Falls Far Below	0	<b>Total Score:</b>	
	A.3.1 Total-Approaches	2	3	
	A.3.1 Total-Meets	3		
A.3.2	Course Offerings and Graduation Requirements	Rating	<b>Scoring</b>	Technical Assistance/ Comments
A.3.2a	Identify graduation requirements for the school that will meet A.R.S. §15-701.01. (1 point)	N/A		Not Applicable
A.3.2b	Describe a comprehensive viable and adequate process that includes clear criteria and conditions for awarding course credit. (1 point)	N/A		Not Applicable
A.3.2c	Provide a rationale for the selected criteria and conditions for awarding course credit and how they represent student capacity to pass the end of course State assessments. (1 point)	N/A		Not Applicable
A.3.2.d	Provide a menu of course offerings which include course titles and brief descriptions of classes consistent with State requirements and that clearly demonstrate alignment to the Program of Instruction. (1 point)	N/A		Not Applicable
A.3.2.e	Ensure consistency with the program of instruction and alignment with the Business Plan as presented in the application package.	N/A		Not Applicable
	A.3.2 Total-Falls Far Below	0		
	A.3.2 Total-Approaches	0		
	A.3.2 Total-Meets	0		

A.4	School Calendar and Weekly Schedule	Rating		Technical Assistance / Comments
A.4a	Provide the length of the school day (approximate start and dismissal times) and how many minutes per day will be designated for each core academic subject that clearly demonstrate compliance with hours/minutes of instruction for each grade level served, for the proposed school calendar (standard or extended) pursuant to A.R.S. §15-901. (1 point)	Meets	1	Meets the Criteria
A.4b	Ensure the weekly schedule demonstrates compliance with A.R.S. §15-118 and current Move on When Reading Requirements, as defined by the Arizona Department of Education. (.5 points)	Meets	.5	Meets the Criteria
A.4c	Include a school calendar with the total number of days the proposed school will be in session, early-release days, scheduled holidays, teacher work-days/professional development, and additional days off. (.5 points)	Meets	.5	Meets the Criteria
A.4d	School calendar clearly demonstrates compliance with A.R.S. §15-341.01. (1 point)	Meets	1	Meets the Criteria
A.4e	Provide a rationale for the selected weekly schedule that clearly supports improving pupil achievement in the target population. (1 point)	Meets	1	Meets the Criteria
A.4f	Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan.	Meets		Meets the Criteria
	A.4 Total-Falls Far Below	0	<b>Total Score:</b>	
	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)	Approaches	0
	<b>Part A: Education Plan Total-Falls Far Below</b>	<b>0</b>	
	<b>Part A: Education Plan Total-Approaches</b>	<b>3</b>	
	<b>Part A: Education Plan Total-Meets</b>	<b>23</b>	
	<b>Education Plan A.1-A.4 Total Score</b>	<b>26.0</b>	

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	
<b>A.5 Academic System Area I: Curriculum</b>	<b>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.</b>	<b>Meets</b>		<b>Meets the Criteria in Area I</b>
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"> <li>ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups.</li> </ul>	Meets	.5	Meets the Action Steps
		<b>Score for Curriculum Area:</b>	<b>4.00</b>	
<b>A.5 Academic System Area II: Assessment</b>	<b>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.</b>	Meets		<b>Meets the Criteria in Area II</b>
A.5a-II(i)	i. Developing the assessment system; <ul style="list-style-type: none"> <li>creating a data collection system that involves both formative and summative assessments,</li> <li>ensuring the assessment system is aligned to the curriculum, and</li> <li>the instructional methodology/program.</li> </ul>	Meets	1	Meets the Actions Steps
A.5a-II(ii)	ii. Analyzing assessment data; <ul style="list-style-type: none"> <li>students are performing,</li> <li>whether instructional methodology and curriculum are meeting the needs of all students, and</li> <li>what adjustments are made when methodology and/or curriculum are not meeting student needs.</li> </ul>	Meets	1	Meets the Actions Steps
A.5c-II(iii)	iii. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> <li>evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group</li> </ul>	Meets	1	Meets the Actions Steps
A.5d-II(iv)	iv. Year to Year comparison; <ul style="list-style-type: none"> <li>determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency</li> <li>determine the analysis completed during the year to allow for valid and reliable comparisons from year to year.</li> </ul>	Meets	1	Meets the Actions Steps
		<b>Score for Assessment Area:</b>	<b>4.00</b>	
<b>A.5 Academic System Area III: Monitoring Instruction</b>	<b>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.</b>	Meets		<b>Meets the Criteria in Area III</b>

A.5e-III(i)	<p>i. Monitoring instruction;</p> <ul style="list-style-type: none"> <li>• gathering evidence to ensure that the classroom instruction is aligned with standards,</li> <li>• identifying if the instruction is taking place in the manner prescribed by curriculum planning documents,</li> <li>• verifying if the instruction allows students to effectively master state standards, and</li> <li>• ensuring that adjustments are made to the curriculum for students in</li> </ul>	Meets	1	Meets the Action Steps
A.5e-III(ii)	<p>ii. Evaluating instructional practices;</p> <ul style="list-style-type: none"> <li>• integrating curriculum into instruction consistently, and</li> <li>• implementing the curriculum with fidelity to the design of the curriculum and program of instruction,</li> <li>• gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff,</li> <li>• using criteria to clearly measure instructional quality, and</li> <li>• disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers.</li> </ul>	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"> <li>• evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group.</li> </ul>	Meets	1	Meets the Action Steps
A.5e-III(iv)	<p>iv. Providing feedback that develops the quality of teaching and standards integration;</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Meets	1	Meets the Action Steps
		<b>Score for Monitoring Instruction Area:</b>	<b>4.00</b>	
<b>A.5 Academic System Area IV: Professional Development</b>	<b>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.</b>	Meets		<b>Meets the Criteria in Area IV</b>
A.5f-IV(i)	<p>i. Developing the professional development plan;</p> <ul style="list-style-type: none"> <li>• determining what PD topics will be covered throughout the year and</li> <li>• deciding what data and analysis will be used to make those decisions.</li> </ul>	Meets	1	Meets the Action Steps

A.5f-IV(ii)	ii. Supporting high quality implementation; <ul style="list-style-type: none"> <li>• supporting high quality implementation of PD strategies by providing support and</li> <li>• allocating resources such as time, space, and the necessary material items required for implementation.</li> </ul>	Meets	1	Meets the Action Steps
A.5f-IV(iii)	iii. Monitoring implementation and follow-up; <ul style="list-style-type: none"> <li>• monitoring that the strategies learned in professional development are implemented, and</li> <li>• following up with instructional staff regarding levels of implementation.</li> </ul>	Meets	.5	Meets the Action Steps
A.5f-IV(iv)	iv. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> <li>• determining what topics are addressed during PD to meet the needs of subgroups</li> </ul>	Meets	.5	Meets the Action Steps
		<b>Score for Professional Development Area:</b>	<b>3.00</b>	
<b>A.5g</b>	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	<b>Meets the Criteria</b>
<b>A.5h</b>	Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step. (1 point)	Meets	1	<b>Meets the Criteria</b>
<b>A.5i</b>	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	<b>Meets the Criteria</b>
<b>A.5j</b>	Be consistent with all sections of the application package.	Meets		<b>Meets the Criteria</b>
		<b>Score for A.5g through A.5i:</b>	<b>3.00</b>	
	<b>A.5 Total-Falls Far Below</b>	0		
	<b>A.5 Total-Approaches</b>	0		
	<b>A.5 Total-Meets</b>	27		

		<b>Total Score for ASP:</b>	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)			Addresses the criteria, but lacks sufficient detail in distinguishing between the knowledge/skills required prior to meeting learning targets for Writing and the learning targets being introduced.
	Score for Reading	Meets	.25	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.3-5b	0.75	

A.6.3-5c	Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 3. Instructional Plan: Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified. (1 point)			Meets the Criteria in Reading, 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			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	1		
	A.6.3-5 Total-Meets	27		
		<b>Total Score for 3-5 Instructional Analysis:</b>	19.75	

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)			Addresses the criteria but lacks sufficient detail in describing how prior knowledge will be used to introduce the learning targets in Writing.
	Score for Reading	Meets	.25	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	.25	
	Score for Science	Meets	.25	
		Total Score for A. 6.6-8b	0.75	

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)			Addresses the criteria, but does not link the levels of performance in Writing to the learning targets or the rigor of the standard.
	Score for Reading	Meets	1	
	Score for Writing	Approaches	0	
	Score for Mathematics	Meets	1	
	Score for Science	Meets	1	
		Total Score for A. 6.6-8f	3.00	
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	
	<b>A.6.6-8 Total-Falls Far Below</b>		0	

	A.6.6-8 Total-Approaches	2		
	A.6.6-8 Total-Meets	26		
		<b>Total Score for 6-8 Instructional Analysis:</b>	18.75	

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>B.1 Total-Falls Far Below</b>	0	<b>Total Score:</b>	
	<b>B.1 Total-Approaches</b>	0	8.50	
	<b>B.1 Total-Meets</b>	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>B.2 Total-Falls Far Below</b>	0	<b>Total Score:</b>	
	B.2 Total-Approaches	0	8.50	
	B.2 Total-Meets	5		
<b>B.3</b>	<b>Management and Operation</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance / Comments</b>
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>B.3 Total-Falls Far Below</b>	0	<b>Total Score:</b>	

	B.3 Total-Approaches	0	6.50	
	B.3 Total-Meets	4		
<b>B.3.1</b>	<b>Education Service Providers</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance / Comments</b>
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

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>B.3.1 Total-Falls Far Below</b>	0		
	<b>B.3.1 Total-Approaches</b>	0		
	<b>B.3.1 Total-Meets</b>	8		
<b>B.3.2</b>	<b>Contracted Services</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance/ Comments</b>
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>B.3.2 Total-Falls Far Below</b>	0	<b>Total Score:</b>	
	<b>B.3.2 Total-Approaches</b>	0	4.50	
	<b>B.3.2 Total-Meets</b>	5		

<b>Part B: Operational Plan Total-Falls Far Below</b>	<b>0</b>
<b>Part B: Operational Plan Total-Approaches</b>	<b>0</b>
<b>Part B: Operational Plan Total-Meets</b>	<b>22</b>
<b>Total Scoring</b>	<b>28.00</b>

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		

	C.1 Total-Falls Far Below	0	<b>Total Score:</b>	
	C.1 Total-Approaches	0	8	
	C.1 Total-Meets	6		
<b>C.2</b>	<b>Marketing and Student Enrollment</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance / Comments</b>
C.2a	Provide a viable and adequate time frame 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	<b>Total Score:</b>	
	C.2 Total-Approaches	0	12	
	C.2 Total-Meets	9		
<b>C.3</b>	<b>Personnel</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance / Comments</b>
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"> <li>• the grades and number of students to be served in each of the first three years of operation, and</li> <li>• the number of each type of instructional and non-instructional personnel each year.</li> </ul> (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

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	<b>Total Score:</b>	
	C.3 Total-Approaches	0	10	
	C.3 Total-Meets	6		
<b>C.4</b>	<b>Start-Up Budget</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance / Comments</b>
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	<b>Total Score:</b>	

	C.4 Total-Approaches	0	10	
	C.4 Total-Meets	6		
<b>C.5</b>	<b>Three-Year Operational Budget</b>	<b>Rating</b>	<b>Scoring</b>	<b>Technical Assistance/ Comments</b>
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	<b>Total Score:</b>	

	C.5 Total-Approaches	0	15
	C.5 Total-Meets	8	

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