

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

SLAM Arizona

Submitted by

SLAM Arizona, Inc.

Report Summary

| | | | | | |
|--------------------------------|--|------------------------------|-------|------------------------------|-------|
| Recommendation: Approve | | | | | |
| Applicant Name: | | SLAM Arizona, Inc. | | | |
| Proposed School Name: | | SLAM Arizona | | | |
| Grades Served Year 1: | K - 5 | Grades Served Year 2: | K - 6 | Grades Served Year 3: | K - 7 |
| Location: | Mesa, Arizona | | | | |
| Mission Statement: | The mission of SLAM Arizona is to provide an engaging, challenging, and supportive learning environment that produces college-bound graduates and positions them for future 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? | Yes | | No | |
| More than one evaluation area in each section scored approaches? | Yes | | Yes | |
| | | Section Score | | Section Score |
| Educational Plan Score \geq 95%? | No | 47.90% | No | 82.76% |
| Operational Plan Score \geq 95%? | No | 78.21% | Yes | 97.44% |
| Business Plan Score \geq 95%? | No | 66.04% | No | 90.57% |

In-Person Interview Summary

Present at the In-Person Interview were the following individuals: Alejandro Tamargo, Joseph (Tony) Mesa, Rene Ruiz, Alina Lopez, Millie Sanchez and Kelly Pierce. Each of these individuals contributed greatly to the Capacity Interview, each chiming in when appropriate given their area of expertise relative to the application.

Prior to the interview the TRP had several concerns, mostly stemming from the Educational Plan of the application. Specific academic concerns surrounded the lack of specificity provided in Section A.3, Program of Instruction, as well as the adoption, evaluation, implementation and revision of curriculum as outlined in the Academic Systems Plan (ASP), Section A.5. Along with the specific curriculum plan, the TRP also expressed concerns surrounding the monitoring of instructional practices to best meet the needs of the students and to ascertain whether or not the curriculum was being implemented with fidelity. Each of these concerns were discussed fully during the Capacity Interview and the TRP was able to validate the capacity of the Applicant Team to implement the program of instruction, including all processes related to curriculum and instruction.

Inconsistencies were noted in the Operational Plan during the review process. These issues mainly surrounded the organizational structure and the inconsistencies among the revised sections of B.1 (Applicant Entity) and B.3 (Management and Operation). The organizational chart identified a Principal/Assistant Principal and the roles and responsibilities outlined indicate they are for School Administrators, Principals/Assistant Principals (Section B.1, pages 3-4). Within Section B.3 is a list of roles and responsibilities specifically for an Assistant Principal. Because there is no Assistant Principal in the first year of operation, as indicated by the organizational chart, specific tasks assigned to that position are not covered through the roles/responsibilities of other positions for that first year. Several of these tasks pertain to the area of curriculum (Section B.3, pages 3-4). Because curriculum is a concern in the Educational Plan, the TRP was concerned with the discrepancy between these two sections of the Organizational Plan. Additionally, the TRP was concerned with the expectations the Applicant has for Academica, the Education Service Provider (ESP). During the Capacity Interview, the Applicant successfully explained the process of how and when the charter school will have an Assistant Principal and what individual/entity would be able to absorb those job duties in the meantime (Capacity Interview 55:40–56:00). Lastly, the relationship between the ESP and the Application was sufficiently explained by the Applicant, indicating that it knows they can't do this process alone and Academica provides a service that no other ESP can touch for the price (Capacity Interview 38:27–39:00).

The TRP had several concerns within the Business Plan. First and foremost, the recruitment of staff into this charter school that has a unique mission, lack of clarity as to what specific options will be offered concerning the retirement plan, and lack of a specific timeline concerning the marketing plan and the open enrollment process. The Applicant successfully described several methods in which staff will be recruited for the new charter (Capacity Interview 47:05–48:15). The revised application clarified what specific retirement option would be available to employees (Section C). The Applicant described the open enrollment period and process, explaining the different factors that would lead to changes in that plan. During the interview, the board indicated that the decision has already made to request a planning year. Although this decision is inconsistent with the application package, this statement made it clear to the TRP that this Applicant understands the landscape and wants to allow sufficient opportunity to implement the Marketing Plan as described in Section C.2 (Marketing and Enrollment) in order to open with the projected enrollment as indicated on the Title Page of the application package.

Throughout the Capacity Interview it was evident that this team has knowledgeable, competent members that have the experience needed to open a charter school. The Applicant has built an organization that has multiple levels of support, from the SLAM Foundation to Academica, along with the long-standing Governing Board. The understanding of the targeted population area described in the interview was extensive, including a possible location that would mesh well with the school's mission. Lastly, the passion of the Applicant Team to bring this charter school to Arizona was felt by the TRP members throughout the Capacity Interview.

TRP Qualitative Analysis Summary

The TRP recommends that the application for SLAM Arizona, Inc. be approved because of the

manner in which the Applicant addressed the concerns of the TRP within the original application. Concerns raised were addressed within the revised application and also within the Capacity Interview. Each concern, whether a small inconsistency or a major component that was not discussed sufficiently in the revised application package, was addressed to the satisfaction of the TRP during the interview. The Educational Plan did not meet the Board’s threshold for approval on either the original application or the revised application, with passing rates of 47.90% and 82.76% respectively. The strengths of this section are evidenced in the understanding of the student population that resides in the targeted population areas and the similarity between academic discrepancies by subgroup populations within this demographic and the demographic served in several other SLAM schools. Another strength demonstrated in the application is the understanding of the school’s mission and how to make that mission a reality through the programs and services offered at each SLAM school. The Applicant has taken time to understand the vast area of Mesa, where the charter school will be located. Weaknesses noted in the Educational Plan were related to the curriculum; including specificity about what will be offered and how the Applicant will ensure that student needs are being met, while also meeting the state standards. Additionally, the Academic Systems Plan (ASP) lacked specificity surrounding the curriculum processes of adoption, evaluation, monitoring and revising.

The Operational Plan did not meet the board’s threshold for approval in the original application, scoring 78.21%, but the revised application did meet the approval threshold with a score of 97.44%. Strengths of this plan include a well-defined entity structure that includes a plan for further development of the School Governing Board once the school is operational, and specific details of the evaluation of the ESP by the Applicant. Within this section there were missing details concerning the source of costs for the food service and maintenance services. Feedback was provided related to these concerns in the original application review, but were not addressed by the Applicant in the revision process. The main weakness within this application was the discrepancy surrounding the presence of an Assistant Principal. Conflicting information given in the original application that was amended in the narrative of the revised application, did not clarify whether or not there would be an Assistant Principal at SLAM Arizona. Despite these concerns, this was the most well developed section within the application. The Business Plan did not meet the Board’s criteria for approval with a 66.04% on the original application and a 90.57% on the revised application. Strengths of this section include a budget that supplies the identified needs within the application, a personnel plan that sufficiently outlined the staffing needs of the school for the first three years of operation, and a well-defined list of specific facility requirements for the program of instruction. Weaknesses include staff recruitment, the timing of the marketing plan as well as which retirement option was the one that would ultimately be supported by the Applicant.

Educational Plan

| | Preliminary TRP Scores | Revised TRP Scores |
|---|--|------------------------------------|
| Educational Plan Score ≥ 95%? | No | No |
| Number of “Falls Below” ratings | 1 | 0 |
| Number of “Approaches” ratings | 77 | 33 |

Plan Summary

The Applicant plans to offer a K–12 program in Mesa, AZ. The target population is comprised of 44% Hispanic, 43% White, 4% African American, 4% Native American, 2% Asian, 2% Multiple Races and 1% Pacific islander and also includes 59% Free and Reduced Lunch (FRL) eligible, 15% Students with Disabilities and 7% English Language Learners. The educational philosophy includes setting rigorous expectations for all, providing relevant and meaningful learning opportunities, engaging students in the learning process by leveraging their love of sports, and providing opportunities for genuine relationships among students, teachers, families, and the community (A.1 Educational Philosophy, page 1). A variety of instructional methods will be utilized by teaching staff. These methods will provide integrated lessons, real-life learning experiences, small group experiences and “SLAMified” lessons all through a sport-based curriculum. The school calendar offers 180 student attendance days with each grade level exceeding the prescribed hours of instruction as mandated by Arizona state law. The curriculum is designed to allow each student to meet the Arizona State Standards through a variety of programs including remediation time for those students that require it in order to experience success within the program of instruction. The assessment plan monitors students frequently using iReady as a progress monitoring tool and adjustments to the program are made as needed throughout the school year.

Analysis

The educational plan approaches the criteria for approval because the Applicant did not present a clear picture of the curriculum process, from adoption to revision, in the written application nor did it provide specificity about the programs that will be utilized within the instructional program. However, during the Capacity Interview the Applicant provided justification for each question asked regarding the curriculum. When asked what specific curricula would be used the Applicant replied “depending on the leader and the needs of the students. The main thing is for the charter school to align to standards then incorporate them into lesson ... some districts support a chosen curriculum and will pay for that if it is used, so we make that work within our schools” (Capacity Interview 24:00–25:55). Another curriculum question addressed curricular alignment to the Arizona standards. This was addressed succinctly by several members of the Applicant Team. “...this is not a cookie cutter approach. We hold our leaders accountable for success...and are not afraid to make those decisions” (Capacity Interview 29:50–30:15). When answering this question the Applicant indicated “a sense of urgency... kids are losing out” (Capacity Interview 30:15–30:50). The ASP did not clearly define the curriculum processes of evaluation and revision. The narrative states that revisions to curriculum will occur two times per year (A.5 Academic Systems Plan, page 7). The answers provided in the Capacity Interview provided the clarity needed by the TRP. Adjustments are made biweekly (Capacity interview 36:55–37:00 as clarified by TRP member Peter Boyle and affirmed by team member Millie Sanchez). “Lesson plans, instructional calendars are aligned to standards. Principals check to make sure what we are doing is helping students make progress toward the standards” (paraphrased) (Capacity Interview 36:55–38:10).

One of the strengths noted in the application review was a clear understanding of the projected student population. The application indicates six specific needs that have been identified for the geographic area of Mesa (A.2 Target Population, page 9). These identified needs will help the proposed school focus on assisting students and families within the area towards becoming

contributing citizens. The program of instruction will help close achievement gaps between the subgroups identified within the application (A.2 Target Population, page 8). In addition, aspects of the program of instruction have potential to raise the high school graduation rate. Through specific instructional strategies, such as differentiated instruction and integration of subject areas, the Applicant will work to provide real-life, rigorous learning experiences that will assist students in mastering state standards. Another noted strength was the understanding on the part of the Applicant of the school’s mission, but more importantly, how to make that mission work through the program of instruction. By setting rigorous expectations for students, providing real-life experiences, developing strong relationships between teachers and students and maintaining student interest through a sports-focused approach to learning, the Applicant demonstrated its ability to meet the school’s mission (A.1 Educational Philosophy, pages 4-7). Lastly, throughout the application process, the Applicant has developed a good understanding of the geographic area of Mesa and has identified a specific, strong location for the prospective school that will provide access to activities that will allow students to participate in real life experiences related to the program of instruction (Capacity interview 12:17–13:16).

Operational Plan

| | <u>Preliminary TRP Scores</u> | <u>Revised TRP Scores</u> |
|------------------------------------|-------------------------------|---------------------------|
| Operational Plan Score \geq 95%? | No | Yes |
| Number of “Falls Below” ratings | 0 | 0 |
| Number of “Approaches” ratings | 7 | 1 |

Plan Summary

The corporate board for SLAM Arizona, Inc. and the school governing body of SLAM Arizona are comprised of the same individuals. As indicated in the Capacity Interview, the school governing body will be seeking individuals to join the board and eventually take over the oversight of the local school. According to the narrative the school governing body will operate the school and will exercise all powers of the corporate board. The responsibilities of the governing board are to set policies, maintain oversight of school operations and manage school funds. The organizational chart demonstrates the school leader and outside vendors report directly to the governing body which in turn reports to SLAM Arizona, Inc. The SLAM Foundation is present and lends a variety of support services to the SLAM schools. All school employees report directly to the School Site Administrator. The following services will be provided by contracted vendors:

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

The Operational Plan meets the criteria for approval because of the well-defined entity structure with a plan for expansion/replacement of the governing board and by providing specific details of the relationship between the ESP and the Applicant including the details of the evaluation of the ESP by the Applicant. Minor weaknesses noted were the lack of cost sources for food service and

maintenance. A major weakness surrounded the Assistance Principal position.

During the Capacity interview, the TRP team asked whether or not the Applicant would have local representation on the School Governing Board. The Applicant Team did address this question by stating it would like to add two spots on the board. During the discussion it was noted that “we always open with the Founding Board Members to ensure consistency in the model and focus on the mission and the goal.” The conversation continued on to state that once a board was stable and good things were happening at the school, the founding members might bow out at that time (Capacity Interview 44:10 –45:30). During the initial review of this application, concerns were raised by the TRP regarding the relationship between the Applicant and the ESP. This relationship was strongly delineated during the Capacity Interview. “Academica is a vendor – provide a service – legal, lobbying, insurance, food delivery. Things we can’t do alone. We put this out to bid two times in the last ten years and no one can touch the price” (Capacity Interview 38:27 –39:40).

Within the application there were a few minor weaknesses related to the source of costs that will be provided by vendors. In the original application the narrative did not provide a source for the costs related to food service and maintenance. The TRP provided technical guidance on this issue, but it was not resolved in the revised narrative, nor was it discussed in the Capacity Interview. The major weakness in this section dealt with the role of Assistant Principal (AP). This position was not specifically noted in the Applicant Entity section (B. 1, page 3). However, in the Management and Operation section there is a set of roles and responsibilities for the AP position (Section B.3 pages 3-4). Several areas of responsibility concern curriculum and teacher development. Because curriculum was a major issue within the academic plan, the TRP was concerned with the discrepancy between these two sections. During the Capacity Interview, the Applicant was able to provide clarification regarding when an AP would be hired and who would be responsible for the duties assigned to the position prior to the hire. “The Foundation and Academica provide support during early years.” “There is a lead teacher who can become the Assistant Principal when budget and enrollment is enough we can hire the Assistant Principal” (Capacity interview 55:40–59:20).

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 | 13 | 4 |

Plan Summary

Proposed Location:

The Applicant will locate the facility in Mesa, AZ. As of yet, there is not an identified facility but Academica, the ESP, is working to locate facilities that will fit the requirements listed below. During the capacity interview, the Applicant team further narrowed the proposed location to being near Sloan Park.

Facilities Requirements:

The facility will be a multi-story or multiple building campus. To house the K - 7 grade levels in the first three years of operation will require 40,000 square feet. The Applicant will need 28 classrooms, multiple purpose spaces, a library/media lab, science and technology labs, cafeteria, gymnasium, locker rooms, restrooms,

administrative offices and space for ancillary programs. By year four, the Applicant will require a separate building for middle school and high school students.

Budget Summary

| | Startup Period | Year 1 | Year 2 | Year 3 |
|-----------------------|----------------|--------------|--------------|--------------|
| Projected Enrollment: | | 330 | 468 | 606 |
| Total Revenue: | 165,000.00 | 1,989,029.00 | 2,860,419.82 | 3,611,254.41 |
| Total Expenditures: | 108,913.00 | 1,947,504.18 | 2,831,788.41 | 3,580,031.30 |
| Ending Balance: | 56,087.00 | 41,524.82 | 28,631.41 | 31,223.11 |

Academica will assist the Applicant in securing facilities. The ESP has assisted charter schools in identifying available properties and then working with a developer to ensure those facilities are ready in time for the beginning of school. Because the Applicant has requested a planning year, preliminary identification of facilities will begin in the summer of 2020 to prepare for a 2021 opening.

Enrollment is expected to grow each of the first three years, when the Applicant will be adding a grade level each year. The advertising will begin in December of 2020 when a website is developed. Activities such as informational meetings, direct mail campaigns, press releases, and broadcasts on the SLAM owned Sirius radio station will be part of the marketing plan. All materials will be printed in multiple languages in order to reach the most families. Staff recruitment includes a hiring process that involves local and national career fairs, and working with other SLAM schools to identify teachers that want to change locations. After the hiring process, the new staff members will go through a new teacher orientation and a pre-service week where items specific to the SLAM philosophy will be discussed and learned. The budget provides for the needs described in the narrative, which include a competitive compensation and benefits package for the teaching staff. The budget is balanced with a small amount of carryover each year. The budget is based upon 95% of planned enrollment.

Analysis

The Business Plan approaches the criteria for approval because the TRP identified some concerns surrounding the recruitment process for staff, a minor conflict with the details of the retirement plan, and the timing of the marketing plan. When the recruitment plan was discussed during the Capacity Interview, Mr. Rene Ruiz indicated that “People actually come to us.” The Applicant has a Sirius radio station where people that are interested in coming to SLAM have the opportunity to learn about SLAM and how they might fit in with the organization (Capacity Interview 47:05–48:15). The prospective school principal is moving from a SLAM Nevada school to lead this start-up charter. She is originally from the Phoenix area and actually has three teachers that want to transfer with her. The prospective principal did come to the location of the interview with the Applicant team, but was unable to participate because she was not explicitly named in the application. During the application review process it was discovered that there were discrepancies among the discussion of retirement plans. Technical guidance was provided to the Applicant by the TRP and the revised application provided the much needed clarification related to the offerings for retirement (C.3 Personnel, page 4). The marketing plan lacks specificity with regards to the timing of planned activities, some of which are scheduled too late in the timeframe to support the enrollment for the start-up of school

(Section C.2, page 2). When questioned about the open enrollment period relative to the beginning of school, the Applicant indicated that registration would be held from December–February before the scheduled opening in August (Capacity Interview 54:15–55:00). That statement indicates that the Applicant has thought out the process and realized that more time is needed to ensure sufficient enrollment for the opening of school, hence the request for a planning year.

The Business Plan has several strengths that make it a strong plan, even though the scoring did not indicate such. The budget is comprehensive and includes all of the items in the narrative that will support the successful operation of the charter school (C.5 Three-Year Operational Budget, pages 1–11). Additionally, the Applicant presented a well-defined personnel plan that will fulfill the staffing needs of the charter school for the first three years of operations (C.3 Personnel, pages 1-4). Based on information provided in the Capacity Interview, the Applicant seems quite assured that there will not be any problems locating staff members for this school (Capacity Interview 47:05–48:15). An additional strength is the very detailed description of what will be needed in a facility that will accommodate the growing school for three years and into the future as the charter school grows from K–5 to K–12. Specific room requirements are reported, including identifying special spaces needed for specific programs, as well as the number of general education classrooms needed (Section C.1 Facilities Acquisition, page 1). The Applicant, along with the ESP, will locate a facility and work with a developer for a turn-key building that will satisfy the above listed requirements (C.1, pages 1–2).

Evidence of Capacity

Applicant Summary

| Name | Role | Attended Interview? |
|-------------------|--|---------------------|
| Alejandro Tamargo | Authorized Representative | Yes |
| Joseph Mesa III | Authorized Representative, Charter Principal, Governing Board Member | Yes |
| Rene Ruiz | Authorized Representative, Charter Principal, Governing Board Member | Yes |
| Alina Lopez | Authorized Representative, Charter Principal, Governing Board Member | Yes |
| Millie Sanchez | Authorized Representative | Yes |
| Kelly Pierce | Representative from Academica | Yes |

Analysis

The application did not meet the board’s requirement of 95% in either the Educational or the Business Plan, scoring 82.76% and 90.57% respectively. The Operational Plan did meet the 95% threshold in the revised application submission.

The Educational Plan was a concern prior to the Capacity Interview. The TRP was concerned about the lack of specific details regarding the curriculum and how the team could ensure that the necessary revisions would be made within the curriculum to help students meet the standards. Through bi-weekly monitoring and twice a year large scale progress monitoring using iReady, the Applicant was able to describe a process that will work. The Applicant team indicated that depending

on the circumstances of each SLAM school, where they are located, the requirements of the state or district, and leader preference, the curriculum would be established and monitored/evaluated for success within the student population.

The Operational Plan was well written and demonstrates that the Applicant has a well-organized process that supports the SLAM schools and ensures the organizations affiliated with SLAM will fill in the gaps of support when needed. The only concern pertained to whether or not there was an assistant principal planned for this specific SLAM school. The Applicant Team addressed this concern very well during the Capacity interview indicating the assistant principal position is only filled when there is enough enrollment to justify the position and that other agencies—SLAM Foundation and Academica—would provide needed support until the time an assistant principal could be hired.

While the Business Plan did not meet the Board's threshold for approval, the Applicant did present a budget that contains all needed personnel and instructional support needs. Additionally, the Applicant presented a staffing plan in Section C.3 (Personnel) that provides sufficient staff for the new charter school during the first three years of operation. During the Capacity Interview it was further clarified that the Applicant has not had any problem securing staff and that people actually seek out positions with their organization.

During the Capacity Interview, the Applicant presented compelling evidence indicating that it has the capacity to open and operate this charter school. From the opening statement where Mr. Ruiz described meeting Pitbull and the partnership that was formed from that meeting, until present time, when the SLAM schools are in four states and making good academic progress, to the future as they continue to offer educational opportunities to students. As the team stated, they have a deep bench from which to draw different levels of support as needed.

The Applicant Team recognizes that it has a very unique model; one that was born of a passion to provide students with an opportunity to be involved in the sports arena without having to be an athlete. Each and every team member indicated their desire to continue to see this organization grow and offer more students this opportunity.

The enthusiasm and dedication of each team member is evident, and at times during the Capacity Interview, was overwhelming. Each member of the team is from an immigrant family and they have personally found the "American Dream" and wish to pass on that possibility to the students they serve. The education, life experiences, dedication and drive exhibited by each member of the Applicant Team, along with the support organizations in place, demonstrate more than sufficient capacity to operate this SLAM school well.

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|-----------------------|--------------------|
| Applicant: | SLAM Arizona, Inc. |
| Proposed School Name: | SLAM Arizona |

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: **28.0**

Points for A.5: **17.0**

Points for A.6: **7.967**

Total Score: **53.0**

Percentage: **82.76%**

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

Total Score: **38.0**

Percentage: **97.44%**

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

Total Score: **48**

Percentage: **90.57%**

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|---|-----------|
| 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 | 39 |
| Total Possible Points for C.1-C.5 | 53 |

REVISED APPLICATION RATINGS

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

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

| | | | | |
|--------|--|------------|---------------------|---|
| A.3b | Demonstrate a clear understanding of methods of instruction key to the program of instruction, including formative assessment strategies, which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy. (2 points) | Approaches | 0 | Addresses criteria, but lacks sufficient detail in: Demonstrating understanding of methods of instruction key to the program of instruction. Demonstrating understanding of methods of instruction which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy. Including formative assessment strategies which clearly demonstrate alignment to the curriculum, assessments, and Educational Philosophy. |
| A.3c | Present a rationale for the selected curriculum, methods of instruction and assessment that support improving pupil achievement in the target population. (1 point) | Meets | 1 | Meets the Criteria |
| A.3d | Explain how Explain how the Program of Instruction will result in achieving the outcomes described in the school's mission. (1 point) | Approaches | 0 | Addresses criteria, but lacks sufficient detail in: Explaining how the Program of Instruction will result in achieving the outcomes described in the school's mission. |
| 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 | 3 | 1 | |
| | A.3 Total-Meets | 2 | | |
| 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) | Approaches | 0 | Addresses criteria, but lacks sufficient detail in: Describing the process for student retention. |

| | | | | |
|---------|---|--------|---------------------|--------------------------------|
| A.3.1e | Ensure consistency with Area II of the Academic Systems Plan. | Meets | | Meets the Criteria |
| | A.3.1 Total-Falls Far Below | 0 | Total Score: | |
| | A.3.1 Total-Approaches | 1 | 3 | |
| | A.3.1 Total-Meets | 4 | | |
| 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) | Meets | 1 | Meets the Criteria |
| A.4f | Identify professional development opportunities consistent with the information provided in Area IV of the Academic Systems Plan. | Meets | | Meets the Criteria |
| | A.4 Total-Falls Far Below | 0 | Total Score: | |
| | A.4 Total-Approaches | 0 | 4.0 | |
| | A.4 Total-Meets | 6 | | |
| Overall Consistency of Education Plan | Consistency among all components of the Educational Plan (Sections A.1-A.6) See page 18 of the Application Instructions for more information. (2 points) | Meets | 2 | |

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| Part A: Education Plan Total-Falls Far Below | 0 |
| Part A: Education Plan Total-Approaches | 4 |
| Part A: Education Plan Total-Meets | 27 |
| Education Plan A.1-A.4 Total Score | 28.0 |

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. | Approaches | | Addresses criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive curriculum system of (Area I, element i): See details of deficiencies within each element below. |
| A.5c-I(i) | Provide sufficiently detailed and implementable action steps that address: i. Adoption of curriculum aligned to Arizona State Standards; • adopting new and supplemental curriculum, • gathering curriculum options, • evaluating proposed curriculum programs and materials, and • verifying the curriculum is aligned to Arizona State Standards. | Approaches | 0 | Addresses Action Steps, but lacks sufficient detail in the implementation of the adoption of curriculum aligned to Arizona State Standards in the following elements (areas); • adopting new and supplemental curriculum in Reading, Writing, Math, and Science. gathering curriculum options in Reading, Writing, Math, and Science. • evaluating proposed curriculum programs and materials in Reading, Writing, Math, and Science. • verifying the curriculum is aligned to Arizona State Standards in Reading, Writing, Math, and Science. |
| A.5c-I(ii) | Provide sufficiently detailed and implementable action steps that address: ii. Implementation of curriculum to include; • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction. | Meets | 1 | Meets the Action Steps |
| A.5c-I(iii) | iii. Evaluation of curriculum to include; • determining if curriculum is effective based on criteria set by the school, • ensuring that the curriculum allows students to meet the standards, • verifying whether curriculum is aligned to student needs, and • identifying if a curricular gap is preventing the students from mastering a standard. | Meets | 1 | Meets the Action Steps |
| A.5c-I(iv) | iv. Revision of curriculum to include; • making revisions to existing curriculum, and • replacing/supplementing existing curriculum through adoption of new curriculum. | Meets | .5 | Meets the Action Steps |

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| A.5c-I(v) | v. Adaptation to address the curriculum needs of subgroup populations by; <ul style="list-style-type: none"> ensuring that implemented curriculum and supplemental curriculum meet the identified needs of students in subgroups. | Meets | .5 | Meets the Action Steps |
| | | Score for Curriculum Area: | 3.00 | |
| A.5 Academic System Area II: Assessment | Provide sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system to assess student performance (Area II): The assessment area of the ASP is worth 4 points. | Approaches | | Addresses criteria, but lacks sufficient detail in: Providing sufficiently detailed and implementable action steps that address each of the following elements of a comprehensive assessment system of (Area II, element iii): See details of deficiencies within each element below. |
| A.5a-II(i) | i. Developing the assessment system; <ul style="list-style-type: none"> creating a data collection system that involves both formative and summative assessments, ensuring the assessment system is aligned to the curriculum, and the instructional methodology/program. | Meets | 1 | Meets the Actions Steps |
| A.5a-II(ii) | ii. Analyzing assessment data; <ul style="list-style-type: none"> students are performing, whether instructional methodology and curriculum are meeting the needs of all students, and what adjustments are made when methodology and/or curriculum are not meeting student needs. | Meets | 1 | Meets the Action Steps |
| A.5c-II(iii) | iii. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group | Approaches | 0 | Addresses the Action Step, but lacks sufficient detail of implementation of adapting to meet the needs of subgroups in the following element; <ul style="list-style-type: none"> specifically evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group in all core areas. |
| A.5d-II(iv) | iv. Year to Year comparison; <ul style="list-style-type: none"> determine what data will be collected to allow for valid and reliable comparisons of student growth and proficiency determine the analysis completed during the year to allow for valid and reliable comparisons from year to year. | Meets | 1 | Meets the Action Steps |
| | | Score for Assessment Area: | 3.00 | |
| 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; <ul style="list-style-type: none"> gathering evidence to ensure that the classroom instruction is aligned with standards, identifying if the instruction is taking place in the manner prescribed by curriculum planning documents, verifying if the instruction allows students to effectively master state standards, and ensuring that adjustments are made to the curriculum for students in | Meets | 1 | Meets the Action Steps |

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| A.5e-III(ii) | <ul style="list-style-type: none"> ii. Evaluating instructional practices; <ul style="list-style-type: none"> • integrating curriculum into instruction consistently, and • implementing the curriculum with fidelity to the design of the curriculum and program of instruction, • gathering evidence to evaluate the effectiveness of instructional practices for all instructional staff, • using criteria to clearly measure instructional quality, and • disaggregating teacher evaluation data to identify strengths, weaknesses and needs of individual teachers. | Meets | 1 | Meets the Action Steps |
| A.5e-III(iii) | <ul style="list-style-type: none"> iii. Adapted to meet the needs of subgroups. <ul style="list-style-type: none"> • evaluating the instruction delivered to each separate subgroup to ensure that necessary adjustments are made regularly for each group. | Meets | 1 | Meets the Action Steps |
| A.5e-III(iv) | <ul style="list-style-type: none"> iv. Providing feedback that develops the quality of teaching and standards integration; <ul style="list-style-type: none"> • analyzing the information gathered in the teacher evaluation process in order to provide feedback specific to each individual staff member on their quality of teaching and standards integration. | 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) | <ul style="list-style-type: none"> i. Developing the professional development plan; <ul style="list-style-type: none"> • determining what PD topics will be covered throughout the year and • deciding what data and analysis will be used to make those decisions. | Meets | 1 | Meets the Action Steps |
| A.5f-IV(ii) | <ul style="list-style-type: none"> ii. Supporting high quality implementation; <ul style="list-style-type: none"> • supporting high quality implementation of PD strategies by providing support and • allocating resources such as time, space, and the necessary material items required for implementation. | Meets | 1 | Meets the Action Steps |
| A.5f-IV(iii) | <ul style="list-style-type: none"> iii. Monitoring implementation and follow-up; <ul style="list-style-type: none"> • monitoring that the strategies learned in professional development are implemented, and • following up with instructional staff regarding levels of implementation. | Meets | .5 | Meets the Actions Steps |
| A.5f-IV(iv) | <ul style="list-style-type: none"> iv. Adapted to meet the needs of subgroups; <ul style="list-style-type: none"> • determining what topics are addressed during PD to meet the needs of subgroups | Meets | .5 | Meets the Action Step |
| | | Score for Professional Development Area: | 3.00 | |

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| 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) | Approaches | 0 | Addresses criteria, but lacks sufficient detail in: Identifying intervals sufficient for the timely completion of the action steps as part of a comprehensive system in Area 2 regarding revision of curriculum. |
| A.5h | Identify concrete documentation that will serve as evidence to demonstrate implementation of all components of each action step. (1 point) | Meets | 1 | Meets the Criteria |
| A.5i | Provide adequate personnel resources responsible for completing action steps that support the Areas. Identify the title/role/positions of the individual(s). (1 point) | Meets | 1 | Meets the Criteria |
| A.5j | Be consistent with all sections of the application package. | Approaches | | Addresses criteria, but lacks sufficient detail in: Ensuring consistency with all sections of the application package regarding hiring of a |
| | | Score for A.5g through A.5i: | 2.00 | |
| | A.5 Total-Falls Far Below | 0 | | |
| | A.5 Total-Approaches | 6 | | |
| | A.5 Total-Meets | 21 | | |
| | | Total Score for ASP: | 17.0 | |

| 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 and Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the process for presenting new information for students to meet the learning targets in Writing. Specifically, a process describing each of the learning targets. Describing the instructional strategies used to lead students to meet each of the identified learning targets in Writing. Specifically, instructional strategies addressing each of the identified learning targets. |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | 1 | |
| | | Total Score for A.6. K-2c | 2.00 | |
| A.6.K-2d | Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 4. Instruction: Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into instruction. (1 point) | | | Meets the Criteria in Reading and Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Writing. Specifically, activities/tasks identifying each learning target. Activities/tasks adequately addressing the rigor of the standard. Identifying components of the program of instruction and education philosophy that are incorporated into Writing instruction. |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | 1 | |
| | | Total Score for A.6. K-2d | 2.00 | |
| 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 and Mathematics. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Writing. Specifically, criteria being identified for each learning target. |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | 1 | |
| | | Total Score for A.6. K-2e | 2.00 | |

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| 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 | 3 | | |
| | A.6.K-2 Total-Meets | 18 | | |
| | | Total Score for K-2 Instructional Analysis: | 12.00 | |

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 Mathematics and Science. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Reading and Writing. Specifically, the components of the Required Standard addressed by the provided learning targets. |
| | Score for Reading | Approaches | 0 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | .5 | |
| | Score for Science | Meets | .5 | |
| | | Total Score for A. 6.3-5a | 1.00 | |
| A.6.3-5b | Provide a complete response based on the Required Standard for Reading, Writing, Mathematics, and Science. 2. Prior Knowledge: List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets. (.25 points) | | | Meets the Criteria in Reading, 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 | |

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| 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 | |

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| 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 and Science. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Writing and Mathematics. Specifically, criteria being identified for each learning target. Listing criteria that determines how students have met each learning target. Listing criteria that determines what students have met within each learning target. |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Approaches | 0 | |
| | Score for Science | Meets | 1 | |
| | | Total Score for A. 6.3-5e | 2.00 | |
| 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 Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the processes available to provide support to students that do not meet learning targets in Reading, Writing, and Science. |
| | Score for Reading | Approaches | 0 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | .25 | |
| | Score for Science | Approaches | 0 | |

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| | | Total Score for A. 6.3-5g | 0.25 | |
| | A.6.3-5 Total-Falls Far Below | 0 | | |
| | A.6.3-5 Total-Approaches | 7 | | |
| | A.6.3-5 Total-Meets | 21 | | |
| | | Total Score for 3-5 Instructional Analysis: | 16.25 | |

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 and Writing. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Mathematics, and Science. Specifically, the components of the Required Standard addressed by the provided learning targets. |
| | Score for Reading | Meets | .5 | |
| | Score for Writing | Meets | .5 | |
| | Score for Mathematics | Approaches | 0 | |
| | Score for Science | Approaches | 0 | |
| | | Total Score for A. 6.6-8a | 1.00 | |
| 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 | |

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| 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 and Science. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Writing and Mathematics. Specifically, criteria being identified for each learning target. Listing criteria that determines how students have met each learning target. Listing criteria that determines what students have met within each learning target. |

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| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Approaches | 0 | |
| | Score for Science | Meets | 1 | |
| | | Total Score for A. 6.6-8e | 2.00 | |
| 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, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in Describing how students will demonstrate mastery of the Required Standard in Writing. Specifically, to the rigor of the required standard. Describing the criteria used to determine whether a student has mastered the Required Standard in Writing. |
| | 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 and Mathematics. Addresses the criteria, but lacks sufficient detail in: Describing the processes available to provide support to students that do not meet learning targets in Writing and Science. |
| | Score for Reading | Meets | .25 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | .25 | |
| | Score for Science | Approaches | 0 | |
| | | Total Score for A. 6.6-8g | 0.50 | |
| | A.6.6-8Total-Falls Far Below | | 0 | |

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| | A.6.6-8 Total-Approaches | 7 | | |
| | A.6.6-8 Total-Meets | 21 | | |
| | | Total Score for 6-8 Instructional Analysis: | 15.50 | |

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, Mathematics, and Science. Addresses criteria, but lacks sufficient detail in: Identifying what students must know and be able to do to demonstrate mastery of the Required Standard in Writing. Specifically, the components of the Required Standard addressed by the provided learning targets. |
| | Score for Reading | Meets | .5 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | .5 | |
| | Score for Science | Meets | .5 | |
| | | Total Score for A.6.9-12a | 1.50 | |
| 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 Mathematics and Science. Addresses the criteria, but lacks sufficient detail in: Listing the knowledge/skills required prior to meeting learning targets for Reading and Writing. Specifically, prior knowledge elements identified for each of the learning targets. Describing how prior knowledge will be used to introduce the learning target in Reading and Writing. Specifically, explicit connection between prior knowledge elements and each learning target. |
| | Score for Reading | Approaches | 0 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | .25 | |
| | Score for Science | Meets | .25 | |

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| | | Total Score for A. 6.9-12b | 0.50 | |
| 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, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in: Describing the activity/tasks students will complete to meet the learning targets in Writing. Specifically, activities/tasks identifying each learning target. <u>Activities/tasks adequately addressing the rigor of the standard.</u> |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | 1 | |
| | Score for Science | Meets | 1 | |
| | | Total Score for A. 6.9-12d | 3.00 | |

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| 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, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in: Listing the criteria for determining whether students have met each learning target for Writing. Specifically, criteria being identified for each learning target. |
| | Score for Reading | Meets | 1 | |
| | Score for Writing | Approaches | 0 | |
| | Score for Mathematics | Meets | 1 | |
| | Score for Science | Meets | 1 | |
| | | Total Score for A. 6.9-12e | 3.00 | |
| 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 Writing, Mathematics, and Science. Addresses the criteria, but lacks sufficient detail in: Describing how students will demonstrate mastery of the Required Standard in Reading. Specifically, rigor. Describing the criteria used to determine whether a student has mastered the Required Standard in Reading. |
| | Score for Reading | Approaches | 0 | |
| | Score for Writing | Meets | 1 | |
| | Score for Mathematics | Meets | 1 | |
| | Score for Science | Meets | 1 | |
| | | Total Score for A. 6.9-12f | 3.00 | |
| 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 | |

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| | 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 | 6 | | |
| | A.6.9-12Total-Meets | 22 | | |
| | | Total Score for 9-12 Instructional Analysis: | 16.00 | |

REVISED APPLICATION RATINGS

| REVISED APPLICATION RATINGS | | | | |
|-----------------------------|---|--------|---------------------|---------------------------------|
| Part B | Operational Plan | | | |
| B.1 | Applicant Entity | Rating | Scoring | Technical Assistance / Comments |
| B.1a | Describe in detail the Applicant's history, including its establishment, evolution, and how operating a charter school became part of its mission as documented in the minutes or resolution of intent to apply for a charter school. (2 points). | Meets | 2 | Meets the Criteria |
| B.1b | Provide a clear and cohesive organizational chart and narrative that clearly delineates the roles, responsibilities, and reporting structure for each position on the chart. (2 points) | Meets | 2 | Meets the Criteria |
| B.1c | Clearly describe any subsidiary relationship of the Applicant entity to another organization. (1 point) | Meets | 1 | Meets the Criteria |
| B.1d | Identify any current or prior charter operation by the Applicant and any Principal, including the authorizer, timeframe, and nature of involvement. (1 point) | Meets | 1 | Meets the Criteria |
| B.1e | Discuss the role of each Principal in the entity. Clearly describe the qualifications of each Principal to support the Educational Plan, Operational Plan, and/or Business Plan. (1 point) | Meets | 1 | Meets the Criteria |
| B.1f | Be consistent with the background information documents provided for each individual. (.5 points) | Meets | .5 | Meets the Criteria |
| B.1g | Ensure consistency with legal documentation establishing entity, including number of directors required by the Bylaws. (.5 points) | Meets | .5 | Meets the Criteria |
| B.1h | Ensure consistency with information listed on Title Page and the contents of the application package. (.5 points) | Meets | .5 | Meets the Criteria |
| | B.1 Total-Falls Far Below | 0 | Total Score: | |
| | B.1 Total-Approaches | 0 | 8.50 | |
| | B.1 Total-Meets | 8 | | |
| B.2 | Governing Body | Rating | Scoring | Technical Assistance / Comments |
| B.2a | Clearly identify the specific roles and the responsibilities of the school governing body per A.R.S. §15-183 (E)(8). If applicable, describe any role the school governing body will have beyond the statutory minimum. (2 points) | Meets | 2 | Meets the Criteria |
| B.2b | Indicate if the corporate board for the Applicant will also act as the school governing body, or if and when a school governing body separate from the corporate board will be established. (2 points) | Meets | 2 | Meets the Criteria |

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| B.2c | Describe how the composition of the school governing body will have the capacity to fulfill its requirements and supports the school's mission. (2 points) | Meets | 2 | Meets the Criteria |
| B.2d | Describe a clear and appropriate process for selecting initial governing body members and filling vacancies. The description should indicate a process that will result in the selection of a qualified governing body with the ability to fulfill its responsibilities. (2 points) | Meets | 2 | Meets the Criteria |
| B.2e | Be consistent with all sections of the application package. (.5 points) | Meets | .5 | Meets the Criteria |
| | B.2 Total-Falls Far Below | 0 | Total Score: | |
| | B.2 Total-Approaches | 0 | 8.50 | |
| | B.2 Total-Meets | 5 | | |
| B.3 | Management and Operation | Rating | Scoring | Technical Assistance / Comments |
| B.3a | Provide an organizational chart and clearly delineate the roles and responsibilities of each position on the chart as it pertains to administering the day-to-day activities of the school. (2 points) | Meets | 2 | Meets the Criteria |
| B.3b | Present a comprehensive viable and adequate operational plan that includes oversight responsibilities related to instruction and operational services. Plan must identify the number of administrative personnel (each year for the first three years) and their oversight responsibilities related to the following areas: Instruction, Curriculum and Assessment (mandated State testing), Staff Development, Financial Management, Contracted Services, Personnel, Grants Management, and Student Information System (SIS). (2 points) | Meets | 2 | Meets the Criteria |
| B.3c | Identify critical skills or experience that will indicate the minimum qualification for fulfillment of those responsibilities. (2 points) | Meets | 2 | Meets the Criteria |
| B.3d | Be consistent with all sections of the application package. (.5 points) | Meets | .5 | Meets the Criteria |
| | B.3 Total-Falls Far Below | 0 | Total Score: | |
| | B.3 Total-Approaches | 0 | 6.50 | |
| | B.3 Total-Meets | 4 | | |

| B.3.1 | Education Service Providers | Rating | Scoring | Technical Assistance / Comments |
|--------|--|--------|---------------------|---------------------------------|
| B.3.1a | Present a detailed explanation of how contracting with or having a governance relationship with the ESP: allows the Applicant to fulfill its mission and implement its program of instruction, and meets the identified needs of the target population including improving pupil achievement. (2 points) | Meets | 2 | Meets the Criteria |
| B.3.1b | Provide relevant performance data for other schools that the ESP has managed that demonstrates the ESP's success in implementing the program of instruction and improving pupil achievement in a comparable population. (2 points) | Meets | 2 | Meets the Criteria |
| B.3.1c | Provide a clear description of the services to be provided by the ESP consistent with the service agreement. (2 points) | Meets | 2 | Meets the Criteria |
| B.3.1d | (CMOs only) Ensure that the relationship between the ESP and Applicant entity described in the narrative is clearly consistent with the Articles of Incorporation and Bylaws in Section B.1. (.5 points) | N/A | | |
| B.3.1e | (EMOs only) Provide an explanation for the reasons for contracting with an ESP, in general, and this provider in particular, and how the ESP will further the school's mission and program. (2 points) | Meets | 2 | Meets the Criteria |
| B.3.1f | (EMOs only) Describe the Applicant's performance expectations for the ESP consistent with the service agreement, and a viable and adequate plan for how the Applicant will evaluate that performance. (1.5 points) | Meets | 1.5 | Meets the Criteria |
| B.3.1g | (EMOs only) Describe the ESP's roles and responsibilities in relation to the Applicant consistent with the service agreement. (1 point) | Meets | 1 | Meets the Criteria |
| B.3.1h | Ensure ESP-related costs are described in the Budget Assumptions and included in the Start-Up and Three-Year Operational Budget as appropriate. (.5 points) | Meets | .5 | Meets the Criteria |
| | B.3.1 Total-Falls Far Below | 0 | Total Score: | |
| | B.3.1 Total-Approaches | 0 | 11.00 | |
| | B.3.1 Total-Meets | 7 | | |
| 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 |

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

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|---|--------------|
| Part B: Operational Plan Total-Falls Far Below | 0 |
| Part B: Operational Plan Total-Approaches | 1 |
| Part B: Operational Plan Total-Meets | 28 |
| Total Scoring | 38.00 |

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 | | |
| | C.1 Total-Falls Far Below | 0 | Total Score: | |

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

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| 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 | 3 | 9 | |
| | C.2 Total-Meets | 6 | | |
| C.3 | Personnel | Rating | Scoring | Technical Assistance / Comments |
| C.3a | Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position. (2 points) | Meets | 2 | Meets the Criteria |
| C.3b | Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including: <ul style="list-style-type: none"> • the grades and number of students to be served in each of the first three years of operation, and • the number of each type of instructional and non-instructional personnel each year. (2 points) | Meets | 2 | Meets the Criteria |
| C.3c | Describe a compensation and benefits plan that supports personnel qualifications and experience required to support the program of instruction. (1 point) | Meets | 1 | Meets the Criteria |
| C.3d | Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school. (2 points) | Approaches | 0 | Addresses criteria, but lacks sufficient detail in: Providing a detailed plan to recruit, hire, and train instructional staff. |
| C.3e | Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction. (2 points) | Meets | 2 | Meets the Criteria |
| C.3f | Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions. (1 point) | Meets | 1 | Meets the Criteria |

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| | C.3 Total-Falls Far Below | 0 | Total Score: | |
| | C.3 Total-Approaches | 1 | 8 | |
| | C.3 Total-Meets | 5 | | |
| C.4 | Start-Up Budget | Rating | Scoring | Technical Assistance / Comments |
| C.4a | List only sources of start-up revenue fully supported by Verifiable Proof of Secured Funds documentation. (2 points) | Meets | 2 | Meets the Criteria |
| C.4b | List expenditures to cover the start-up plans described in the application package. (2 points) | Meets | 2 | Meets the Criteria |
| C.4c | Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points) | Meets | 2 | Meets the Criteria |
| C.4d | Ensure revenues cover expenditures. (2 points) | Meets | 2 | Meets the Criteria |
| C.4e | Ensure that timeframes described in all sections of the application package are consistent with timeframes listed on the Start-Up Budget. (1 point) | Meets | 1 | Meets the Criteria |
| C.4f | Be consistent with all sections of the application package. (1 point) | Meets | 1 | Meets the Criteria |
| | C.4 Total-Falls Far Below | 0 | Total Score: | |
| | C.4 Total-Approaches | 0 | 10 | |
| | C.4 Total-Meets | 6 | | |

| C.5 | Three-Year Operational Budget | Rating | Scoring | Technical Assistance/ Comments |
|------|---|--------|---------------------|--------------------------------|
| C.5a | List expenditures to cover the Educational Plan, Operational Plan, and Business Plan described in the application package. (2 points) | Meets | 2 | Meets the Criteria |
| C.5b | Ensure state equalization detailed in the Projected Revenue Calculator is consistent with the Target Population and the student count by grade level. (2 points) | Meets | 2 | Meets the Criteria |
| C.5c | If student count add-ons are used in determining projected revenue) Provide an adequate rationale for using the student count add-on levels in the Projected Revenue Calculator in the assumptions that is consistent with the target population described in Section A.2. (2 points) | N/A | | Not Applicable |
| C.5d | Provide an adequate rationale for the percent of full enrollment used as the basis of the budget for Year 1 consistent with Section C.2. (2 points) | Meets | 2 | Meets the Criteria |
| C.5e | Demonstrate through the assumptions that the amounts listed are viable and adequate. (2 points) | Meets | 2 | Meets the Criteria |
| C.5f | If operational revenue is used to pay for expenses incurred during the start-up period, clearly describe in the assumptions the sources of costs and repayment terms. (2 points) | Meets | 2 | Meets the Criteria |
| C.5g | Ensure revenues cover expenditures. (2 points) | Meets | 2 | Meets the Criteria |
| C.5h | Be consistent with all sections of the application package. (1 point) | Meets | 1 | Meets the Criteria |
| | C.5 Total-Falls Far Below | 0 | Total Score: | |
| | C.5 Total-Approaches | 0 | 13 | |
| | C.5 Total-Meets | 7 | | |

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| Part C: Business Plan Total-Falls Far Below | 0 | | |
| Part C: Business Plan Total-Approaches | 4 | | |
| Part C: Business Plan Total-Meets | 30 | | |
| Total Scores | 48 | | |